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ABSTRACT

From September 15, 1980 to June 30, 1981, William Rainey Harper College (Illinois) conducted a project to train high school equivalency program teachers with limited-English-proficient (LEP) students in their classes. The training addressed the special needs of the LEP students in mathematics, English writing, and English reading instruction in preparation for the General Education Development (GED) equivalency test. Project staff developed the following: curricula in mathematics and writing skills; annotated bibliographies in mathematics, English, and reading; a reading handbook; learning activity packets/lessons in mathematics; and lessons in English. The report describes the project's goals and objectives, its activities and outcomes in each subject area, and the methods and results of efforts to evaluate the materials and workshops developed. Recommendations are made for guiding and advising the LEP student in pre-GED instruction. Appended materials, which comprise the bulk of the document, consist of the materials developed as part of the project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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PRE-GED INSTRUCTION FOR ADULTS OF LIMITED ENGLISH PROFICIENCY

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PRE-GED INSTRUCTION

FOR ADULTS OF LIMITED ENGLISH PROFICIENCY

Final Project Report

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July 31, 1981

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ABSTRACT

A project in "Pre-GED Instruction For Adults of Limited English Proficiency" was conducted at William Rainey Harper College from September 15, 1980, through June 30, 1981. The major objective of the project was to provide direction for Pre-GED mathematics, English, and reading teachers who instruct LEP students in their classes. In order to accomplish the objective, project staff developed courses of study in mathematics and English writing skills; annotated bibliographies in mathematics, English, and reading; a reading handbook; learning activity packets/lessons in mathematics; and lessons in English.

PROJECT STAFF

Patricia Mulcrone	Project Co-Coordinator
Jean B. Chapman	Project Co-Coordinator
Jo Ann Fischer	Cultural Consultant and ESL Reading Specialist
Jane T. Chapman	ESL Reading Specialist
Kay Morris	Mathematics Specialist
Linda Wilkiel	English Linguistics Specialist
Joseph D. Griffey	English Linguistics Specialist

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INTRODUCTION

William Rainey Harper College has for several years offered extensive instructional programs in both Pre-GED* and English as a Second Language (ESL). The former has been designed primarily for native speakers of English, and the latter has served adults of limited English proficiency (LEP) who are native speakers of languages other than English.

In increasing numbers, LEP students in the ESL Program have set passing the GED Test as a goal, usually for purposes of better employment or further education. Sometimes such students need to prepare for the GED Test as quickly as possible; the Pre-GED/GED curriculum, however, has been designed for native speakers of English and thus puts the LEP student at a disadvantage. LEP students may not have a good command of English grammar. They may have difficulty understanding written and oral directions, English idioms and figurative language, and culture-bound vocabulary. They may be used to different systems of mathematics operations. The overall goal of this project, therefore, has been to enable Pre-GED teachers to better meet the needs of LEP students who enroll in their classes.

We chose to focus on the Pre-GED level of instruction only for three reasons:

1. We felt that in only one year we could not address both the Pre-GED and GED levels.

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*GED=General Educational Development. The GED Test is a battery of five tests designed to measure competency in Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. Students who pass the tests are issued a high school equivalency diploma or certificate. The nationwide GED testing program is conducted by the GED Testing Service of the American Council on Education (One DuPont Circle, Washington, D. C. 20036).

2. At William Rainey Harper College most LEP students wanting to prepare for the GED Test place in the Pre-GED level of instruction.

3. Teachers at the GED level can benefit from the materials developed as part of this project, particularly if they focus on the principles of teaching the LEP adult as they read the materials.

The project was originally submitted under the title "Pre-GED Instruction for Limited English Proficiency Students." It was begun September 15, 1980, and completed June 30, 1981. Following are the specific project goals and objectives. These are in turn followed by fuller descriptions of the materials development and outcomes in the three project curricular areas of mathematics, English, and reading. We strongly recommend that teachers of all subject areas study the reading handbook because LEP students encounter reading difficulties in all subject areas. The handbook also includes a discussion of crosscultural problems that may be stumbling blocks for LEP students as they prepare for the GED Test.

PROJECT GOALS AND OBJECTIVES

A. To provide direction for Pre-GED mathematics teachers who have LEP students in their classes

   1. To develop a course of study in Pre-GED mathematics for LEP students

   2. To write Pre-GED mathematics materials which would supplement available materials for native speakers

   3. To develop a teacher's guide to the materials written through the second objective

B. To provide direction for Pre-GED English teachers who have LEP students in their classes

   1. To develop a course of study in Pre-GED English for LEP students

   2. To survey the grammar and writing skills materials in the Illinois Statewide ESL/Adult Education Service Center collection and identify those appropriate for Pre-GED instruction

   3. To prepare an annotated bibliography of materials identified through the second objective

   4. To create supplementary Pre-GED materials using the subject areas of the GED Tests (social studies, science, general/practical reading and literature, mathematics, and U.S./Illinois Constitutions) as content

C. To provide direction for Pre-GED reading teachers who have LEP students in their classes

   1. To survey the ESL instructional and testing reading materials in the Illinois Statewide ESL/Adult Education Service Center collection and identify those that are appropriate for Pre-GED instruction

   2. To prepare an annotated bibliography of materials identified through the first objective

   3. To write a handbook for teaching Pre-GED reading to LEP students

PROJECT ACTIVITIES AND OUTCOMES--MATHEMATICS

Implementing the goals and activities of the mathematics portion of the project has involved reviewing literature on mathematics for LEP students, identifying problems of LEP mathematics students, designing a Pre-GED mathematics course outline especially for LEP adults, writing learning activity packets (LAP's) for use in the instruction of LEP mathematics students, preparing an annotated bibliography of Pre-GED mathematics materials suitable for LEP adults, and local "field testing" of the LAP's and materials identified in the bibliography.

Kay Morris, project mathematics specialist, has been the principal project staff member involved in the preparation of the mathematics materials. During all phases of the project, she sought advice from other Pre-GED mathematics teachers and from LEP students at Harper College. Other project staff and teachers from the English as a Second Language Program assisted her in finding solutions to the cultural and linguistic problems of LEP math students which hinder their progress in mathematics.

Review of the Literature

Although relatively little literature specific to mathematics instruction for adult LEP students was found, some literature on the teaching of mathematics to LEP children is available. One resource found useful for this project was a series of articles compiled by Nancy Dew entitled "Math and the Bilingual Student" (supplement to the Bilingual Education Service Center Newsletter, Vol. VII, No. 1, September-October, 1979).[1] The search for LEP student mathematics materials written in English yielded very little. One such resource that can be used with adults is From Arithmetic to Algebra by Michael St. John.[2] Materials more readily available are those written

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[1]Published by the Bilingual Education Service Center, Northwest Educational Cooperative, 500 South Dwyer Avenue, Arlington Heights, Illinois, 60005.

[2]Arlington Heights, Illinois: Delta Systems, 1979.

in other languages such as Spanish or French. There are, however, mathematics materials developed for native speakers of English which can be adapted for use with LEP adults.

Particular Problem Areas for LEP Students

Most Pre-GED mathematics teachers are only minimally aware of the different problems and learning needs of the LEP student. Particular areas of concern are the following:

1. Symbol recognition--We use mathematical symbols that are different from those some LEP students have learned in their native countries. We also use multiple symbols for the same meaning, for example, $\sqrt{}$ and $\div$ as symbols of division.

2. Vocabulary--LEP students struggle with the everyday vocabulary known to native speakers along with the special vocabulary of mathematics. Sometimes LEP students are confused by mathematical terms that have other meanings in everyday English, e.g., product.

3. Processes--LEP students may have learned mathematical processes that differ from ours in their native countries.

4. Pace--Extra time is needed for the LEP student to cope with second language problems while doing mathematics.

Mathematics Course Outline

Though specifically written for LEP students, the course outline can be used with native speakers as well. The features of the outline that make it well-suited to LEP students are these:

1. The outline is reasonably simple and short in order to allow sufficient time to reinforce the basic skills, vocabulary, and symbols learned.

2. Because LEP students may not be familiar with our number system, a great deal of emphasis was placed on number theory.

3. A separate section on measurement was included because LEP students may not be familiar with our system of measurement.

Learning Activity Packets

Learning activity packets (LAP's) which relate to the skill areas of the course outline are the principal product of the mathematics portion of this project. Each LAP includes information for the teacher on content and special LEP student problems/differences. This information is followed by cultural reminders and a list of resources for teachers and finally by sample supplementary lessons as needed.

The supplementary lessons have been written only for those skills for which no appropriate commercial materials have been identified. These lessons can be given to students in their present form, or they may be used as models for teacher writing of additional materials.

Recommendations

1. The Pre-GED teacher of LEP mathematics students should acknowledge the previous experience of LEP students and not attempt to change the students' operational methods for skills which students do have. Passing the GED Test involves getting a certain number of correct answers to problems, regardless of the system(s) used to derive the answers. The teacher should focus his/her time on areas that are troublesome for students and on new skills.

2. Ideally, the teacher of LEP mathematics students is someone who is trained in ESL teaching and who also has background (at least an undergraduate minor) in mathematics. Teachers with no training in ESL are cautioned to use oral and written language that is simple in structure and as free of idioms, slang, and difficult vocabulary as possible. By reading the handbook developed as part of the Pre-GED reading portion of this project, Pre-GED teachers may be introduced to the linguistic and cultural difficulties encountered in general by LEP students. The LAP's should help teachers understand LEP student difficulties with specific areas of mathematics.

3. All mathematics processes must be broken down into very small, sequential steps. This way it is easier to determine whether the source of a mistake is a simple computation error or whether the skill involved in the process has not been acquired. Additionally, LEP students benefit from such a breakdown because they do not have to struggle with understanding the directions for a multi-step process all at one time.

4. The use of concrete examples, visuals, realia, and even fingers makes the learning task less difficult for all students and especially for LEP students because of their language difficulties.

5. The teacher cannot take for granted that LEP students have a minimum background in mathematics. (For example, teachers of native speakers tend to skip over teaching numbers 1-100 or the American money system. These are not "givens" for LEP students.) All vocabulary and symbols must be reviewed thoroughly.

6. Teachers must help the LEP student learn to deal with word problems even when he/she does not know every word in the problem. By learning to recognize key vocabulary for the various mathematical operations (See LAP's), LEP students can often solve word problems without knowledge of every word in the problem.

7. Teachers are advised to maintain an up-to-date bibliography of materials useful for LEP students and a file of teacher-made materials.

Conclusions

The Pre-GED mathematics teachers at Harper College have already benefited from this project through greater awareness of the special needs of LEP students and access to the materials developed. We expect to continue identifying the specific difficulties and needs of the LEP student in mathematics classes long after the conclusion of this project.

PROJECT ACTIVITIES AND OUTCOMES--ENGLISH

Project specialists in English linguistics, Joseph Griffey and Linda Wilkiel, were the principal writers of the Pre-GED English course outline, annotated bibliography, and supplementary materials. Both have academic training in English linguistics and extensive teaching experience in English as a Second Language (ESL), Pre-GED English, and GED English. The materials that they developed, therefore, are based on their knowledge of the problems the LEP student encounters in learning English as a Second Language as well as the specific difficulties the LEP student faces in trying to prepare for a test based on native speaker errors.

The kind of native speaker errors found in the GED Writing Skills Test are not always the same as or even similar to errors made by LEP students. For example, the native speaker may say brang rather than brought because that is what he/she has heard consistently. If the LEP student uses brang, it will most likely be because he/she has not yet mastered brought but has learned sequences such as sing, sang, sung and ring, rang, rung. Also, if the LEP student sees brang on the GED Test, he/she may not recognize it as an error (especially if he/she has learned brought and never said brang) and conclude that it is simply a word for which he/she does not yet know the meaning.

Because of such differences in the origin and nature of the LEP student's errors, Pre-GED and GED materials written for native speakers may not be effective with LEP students. On the other hand, materials for ESL instruction, while they may help the LEP student's general use of English, do not fully develop the error recognition skills needed for success on the GED Test. ESL materials also do not stress the traditional formal English that is found in the GED Test.

The primary area of the supplementary lessons for LEP students developed as part of this project is Pre-GED English instruction. It is assumed that the LEP student will continue his/her GED Test preparation with an additional GED English class that will focus on recognition of more sophisticated errors in English usage, sentence structure, style, punctuation, capitalization, and paragraph organization.

It is extremely important that Pre-GED and GED English teachers understand that no materials will solve all of the LEP student's problems with English. The rate of acquisition of a foreign language depends upon a number of variables but for the adult can require many years for near-native proficiency. LEP students should be encouraged to stay in ESL classes as long as possible before attempting Pre-GED or GED English classes. Once the LEP student is in Pre-GED or GED English classes, the focus of instruction should be on enabling the student to pass the GED Test. It is fallacious to assume that Pre-GED or GED English classes will greatly improve the LEP student's general use of English. Such improvement is best achieved through advanced ESL classes and extensive exposure to the language.

Nature and Use of the Supplementary Materials

In choosing the areas to be taught, priority has been given to parts of speech, troublesome verb tenses such as the present perfect and past perfect, modal auxiliaries, irregular verbs, and the forms of pronouns. Other important areas are left untreated; but, again, it is assumed that the student will cover additional material in a GED English class.

LEP students will most likely vary in the amount of explanation needed before they begin the lessons. The lessons with the two-column format are designed to be self-instructional and, therefore, generally contain more explanation than the other materials. In subject areas where more than one lesson has been included, teachers should choose the lessons most appropriate for a particular student. Weaker students may benefit from completing all the lessons in a given area.

It is important that LEP students are given very simplified lessons with a minimum of grammatical terms. The terms used in the English lessons that are part of this project are those which the LEP student must know in order to understand why a particular item is incorrect. Thus the terms are limited to the parts of speech and the functions of words, e.g., subject, main verb, object. As in ESL materials generally, the explanation part of the lessons is kept to a minimum. In the self-instructional materials the student gets further explanation along with the answers on the right half of the page.

The teacher must remember that LEP students may be confused by different English language problems from those that trouble the native speaker. For example, native speakers generally use the modal auxiliaries correctly except for mistakes such as "would of" for "would have." LEP students, on the other hand, may think that must have as in "He must have finished the book by now" has some sort of obligatory meaning because the word must is used.

Since one of the most difficult English language problems for the LEP student preparing for the GED Test is mastering the forms of irregular verbs, these verbs are used liberally in examples throughout the lessons. Also, examples illustrating the various rules of capitalization and punctuation have been included in every lesson.

The materials are designed so that an LEP student with a somewhat limited background in English structure may understand them. Vocabulary has been controlled to the extent possible so that the student can focus on the grammatical concepts rather than on the meanings of words.

Conclusions

In struggling to recognize what are primarily native speaker writing skills errors in a language that is not his/her own, the LEP student preparing for the GED Test is facing an enormous task. The Pre-GED English teacher must constantly remember the extreme difficulty of the task the LEP student has undertaken. The teacher must patiently provide as much explanation, practice, and encouragement as is needed.

PROJECT ACTIVITIES AND OUTCOMES--READING

The principal activities in the reading portion of the project were the development of an LEP reading handbook for teachers and the compilation of an annotated bibliography of LEP reading materials. Because there are numerous commercial ESL reading materials available that are suitable for teaching Pre-GED reading to LEP students, no new reading materials were developed. The annotated bibliography was written so that Pre-GED reading teachers could readily identify suitable commercial materials.

The decision to develop a handbook was based on several factors:

1. The teaching of reading to LEP students is significantly different from the teaching of reading to native speakers, the type of reading instruction for which most Pre-GED teachers are trained.

2. The literature on the teaching of reading to LEP students primarily concerns the teaching of children.

3. The project reading specialists, Jo Ann Fischer and Jane T. Chapman, had worked extensively in teaching reading to LEP adults (including those preparing for the GED Test) and had original ideas on the subject that they wished to contribute.

4. The development of reading skills is critical to the LEP student's success in all areas of the GED Test.

Development of Project Materials

There were a number of phases in the development of the handbook and bibliography. First, the project reading specialists reflected on their experience in tutoring LEP students in reading and also checked the individual educational records of approximately thirty students they had tutored. In general,

their conclusions were these:

1. LEP students who had taken ESL classes felt frustrated in Pre-GED and GED classes because ESL teaching methods were not used and because they felt they were not making progress.

2. Some LEP students had not completed the ESL course sequence and were "lost" in Pre-GED classes.

3. The teaching of traditional reading content, including finding the main idea, making inferences, using context clues, and studying vocabulary, had met with little success.

4. The use of Pre-GED reading materials designed for native speakers of English had been largely unsuccessful.

Because it was evident that on the whole the traditional reading methods and materials had been ineffective with LEP students, the reading specialists concluded that new methodologies and techniques had to be developed and more effective materials identified. Thorough study of reading materials for native speakers revealed that these materials expect students to work extensively with English paragraph structure. As the research of Robert B. Kaplan has shown (See reading handbook, Appendix F), paragraph patterns and their underlying cultural patterns vary considerably from culture to culture. Therefore, a methodology was needed that would help the LEP student make the transition from the rhetorical patterns of his/her own culture to understanding the patterns inherent in written American English.

Since the use of the various punctuation marks also is not universal, it followed that the basic punctuation of American English should also be taught to the LEP student. Without an understanding of the meanings of punctuation marks, the reader's ability to comprehend written material is severely limited. Because reading punctation is different from writing punctuation, the teaching of punctuation should not be left entirely to the writing skills teacher. Also, the reading teacher should not assume that the LEP student has learned the punctuation of American English in ESL classes. Unless an ESL program has supplementary reading and writing classes,

the LEP student will probably have learned only the very basic uses of punctuation.

Two other areas were identified as creating difficulty for LEP reading students: 1) the extensive use of idioms in reading materials, and 2) the use of reading material that is specific to American culture. Teachers of reading to LEP students must select reading material that is relatively free of idioms. Because the English language is more idiomatic than many, teachers must be especially careful in this area. Students must be taught the concept of idioms and learn how to determine their meanings. Teachers of LEP students must also be careful about choosing reading material that depends upon a thorough knowledge of American culture for comprehension. LEP students have difficulty understanding readings on such topics as American football, folklore, politics, government, social customs, and the like.

The reading specialists then incorporated these areas--paragraph structure, punctuation, idioms, and culture--into the reading handbook. Material was added to the handbook by Jean B. Chapman, Project Co-Coordinator, and Caroline S. Dobbs, Harper College ESL faculty member, also contributed ideas. The handbook provides both student and teacher information in the areas mentioned above and includes specific teaching techniques. Since most LEP students will be troubled by English vocabulary long after completion of Pre-GED and GED classes, the methodology in the handbook helps the LEP student use all the information he/she can get from a reading passage without actually knowing all the words. The skills the LEP student develops through such a methodology should greatly aid him/her in reading tasks on the GED Test.

As the handbook was being developed, the reading specialists began to identify suitable instructional materials. An ERIC search yielded only materials appropriate for native speakers. A visit to the Illinois Statewide ESL/Adult Education Service Center library helped to identify some materials. Others were found in the collection of the Harper College ESL Program. Finally, publishers' catalogs and examination copies were ordered and tested with LEP students by Pre-GED reading teachers.

Conclusions

The LEP reading handbook is an attempt to bring together some ideas on a subject not generally addressed in adult education literature. Because of the lack of resource material, it

was one of the most difficult parts of the project to complete. We hope it will not be discounted because of its nontraditional approach to the teaching of reading. The handbook and bibliography rather are intended to help bridge the gap between reading instruction for native speakers and for students of limited English proficiency.

GENERAL CONCLUSIONS

As has been mentioned previously in this report, the LEP student who undertakes preparation for the GED Test is facing an enormous task. The Test requires strong reading skills, a thorough knowledge of American culture, and ability to recognize linguistic errors common to native speakers of English, all areas in which the LEP student is likely to encounter great difficulties.

Because of the LEP student's difficulty in preparing for the Test, Pre-GED and GED Program staff should be certain that passing the GED Test is worth the effort required of the student. For example, those students who have high school diplomas from another country may not be aware that most colleges will honor their high school diplomas if they submit translations of transcripts and demonstrate English language competence. Some employers require a GED Certificate as a condition for the LEP adult's initial or upgraded employment. If the individual has a diploma from another country, sometimes the employer will accept the student's enrolling in or completing advanced ESL classes in lieu of a GED Certificate.

Unless the LEP adult is in urgent need of a GED Certificate, he/she should attain as high a level as possible in an ESL program before enrolling in Pre-GED or GED classes. Adult education programs should not view Pre-GED or GED courses as a substitute for advanced ESL courses. The nature and content of ESL and Pre-GED/GED classes are vastly different, and LEP students need to spend as much time as possible developing second language skills before they are prepared to take other kinds of classes.

We hope we have made clear through this project that whether or not the LEP student has completed a full sequence of ESL courses, he/she cannot be taught Pre-GED skills in the same manner as native speakers. For LEP students to be successful in Pre-GED classes their special needs must be recognized.

EVALUATION

Evaluation of Materials

As the mathematics and English instructional materials were developed during the first phase of the project, the mathematics and English specialists sought reactions from a variety of sources. Jo Ann Fischer, project cultural specialist, screened materials for crosscultural problems. Both coordinators reviewed the materials for general format and content, and Jean Chapman evaluated materials in terms of their appropriateness for LEP students. Informal evaluations were also sought from Pre-GED and ESL teachers during this phase.

During the last part of the project, Pre-GED teachers were actually able to use the mathematics and English course outlines, bibliographies, and instructional materials. Small sets of the recommended commercial reading materials were also available to teachers. Although the staff feel that they need additional time to use the materials before making a final evaluation, the preliminary evaluations of nine staff members were generally positive. Some of the comments are these:

"I became familiar with additional materials that are available in math. I have included several in my supplemental materials."

"I feel the (mathematics) outline does a good job of providing material for areas which are especially difficult for LEP students."

"I feel the material is of value because there is no commercial source available to meet the needs of the LEP student in a regular class. The supplementary materials can be used as is, or (they) can be used as an example or guide for the teacher to create (his/her) own materials as needed."

"I feel the outline covers a comprehensive basic math curriculum which can be used with LEP basic math students and with regular (native) basic students. Some areas such as measurement and number theory have been emphasized because we can't take for granted that the LEP student is as familiar with these areas as a native speaker."

"I found the material to (be) useful, particularly the cultural differences...I think the material is useful primarily because the presentation (is) simple and direct whereas other material used for native students assumes a command of the (English) language."

One staff member cautioned, "I wonder about the use of jokes with foreign-speaking students. Do they have a well-developed working knowledge of English to understand implied double meanings?"

"I need more time (to review the reading) materials to give a worthwhile evaluation."

"My students enjoyed the 'programmed' instruction format of most of the (English) exercises. Generally, the exercises cover a small amount of material at one time and are not intimidating. They're an excellent supplement to textbooks currently used."

"...I question the value of the jokes and the fill-ins. Much of the material is more detailed than that found in the textbooks, and this is helpful."

"The (English instructional) materials identified seem to be valuable."

"The (English) course outline seems appropriate for LEP students. I like the format of having the answers on the same page....I am not sure that the jokes would be understood (by LEP students)."

Evaluation forms specific to particular goals/objectives and activities were developed by Patricia Mulcrone. Included are "Evaluation Form: Student and Teacher Materials," "Evaluation Form: Annotated Bibliographies," and "Evaluation Form: Reading Handbook." These will continue to be used as staff become further acquainted with the new materials.

During the course of the project, a decision was made not to run special sections of Pre-GED mathematics, English, and reading classes as was originally planned. Since it is characteristic of adult Pre-GED programs in general to have both non-native and native speakers taught in the same class, it was felt that it was better to test the materials in combined classes. Because of the mixed classes and also because of the reluctance of LEP students to evaluate their instruction, no specific course evaluation form (as included in the original "Evaluation Design") was developed or used.

EVALUATION DESIGN

Goals/Objectives/Activities	Evaluation(s)	Instrument
A. Student instructional materials	ESL Cultural Consultant: overall evaluation	
1. Mathematics (new and supplementary)	Pre-GED Mathematics teacher(s)	Informal verbal and written evaluation
2. English (new and supplementary)	Pre-GED English and/or Intermediate ESL teacher(s)	
3. Reading (existing, identified)	Pre-GED Reading and/or ESL Reading teacher(s)	"Evaluation Form: Student and Teacher Materials"
B. Teacher materials		
1. Mathematics course outline	Pre-GED Mathematics teacher(s)	
2. English course outline	Pre-GED and/or Intermediate ESL teacher(s)	
3. Annotated bibliography of mathematics materials		
4. Annotated bibliography of English materials	Pre-GED and/or Intermediate ESL teacher(s)	"Evaluation Form: Annotated Bibliographies"
5. Annotated bibliography of reading materials	Pre-GED Reading and/or ESL Reading teacher(s)	
6. "Handbook for Teaching LEP Reading"	Pre-GED and/or ESL Reading teacher(s)	"Evaluation Form: Reading Handbook"
C. Teacher--in-service training		
1. Implementing a new course of study for LEP mathematics	Project mathematics teacher, other Pre-GED mathematics teachers, tutors, classroom aides, and support staff	"Evaluation Form: Training Workshop, March 14, 1981

William Rainey Harper College
Special 310 Project: Pre-GED Instruction for LEP Students
Evaluation Form: Reading Handbook

Directions: Please read the "Handbook for Teaching LEP Reading" before teaching the Reading Development class during the evaluation phase of the project. Please review it after the end of the class and answer the following questions.

1. The information in the handbook which was new to me and which I agree was useful for instruction of LEP students was

_____

_____

_____

_____

_____

2. The information in the handbook which was new to me and which I question in light of my experience with LEP students was_____

_____

_____

_____

_____

_____

3. Other concerns, issues, questions which I feel need to be examined are

_____

_____

_____

_____

_____

_____

_____

Name_____

Date_____

P.M. 3/6/81

William Rainey Harper College
Special 310 Project: Pre-GED Instruction for LEP Students
Evaluation Form: Student and Teacher Materials

Directions: Please evaluate the following in terms of the extent to which the following project goals/objectives/activities were useful to you in your instruction of LEP students.

A. New and/or supplementary student instructional materials generally provided or identified in Mathematics, English, or Reading (please circle):

a. Highly valuable
b. Somewhat valuable
c. Not valuable

Comments: Please explain your reason(s) for your answer.

_____

_____

_____

_____

_____

_____

B. Mathematics or English (please circle) course outline in relation to LEP student needs

a. Highly valuable
b. Somewhat valuable
c. Not valuable

Comments: Please explain your reason(s) for your answer.

_____

_____

_____

_____

_____

_____

Name_____

Date_____

P.M. 3/4/81

20

William Rainey Harper College
Special 310 Project: Pre-GED Instruction for LEP Students
Evaluation Form: Annotated Bibliographies

Directions: Using a copy of A. "Annotated Bibliography of English Materials" or B. "Annotated Bibliography of Reading Materials" (please circle letter) please use the following symbols in the left-hand margin next to each entry.

U — This material was unavailable or I was unable to use this during the evaluation phase of the project.

NA — I did not attempt to use this particular material although availability was not a factor.

✓- — I used this material and found it doubtful (little or no value) for instruction of LEP students. Why?

✓ — I used this material and found it to be of some value for instruction of LEP students.

✓+ — I used this material and found it to be excellent for instruction of LEP students.

G — I used this material, found it to have value for LEP instruction, but need a teacher's guide for more effective use.

T — I used this material but need further training in ESL techniques for more effective use.

COMMENTS _____

_____

_____

_____

P.M. 3/6/81

Evaluation of Teacher Workshop

For the evaluation of the teacher in-service training workshop conducted by project staff, the "Evaluation Form: Training Workshop, March 14, 1981" was developed by Patricia Mulcrone to replace the "Evaluation of Presentation" (Malcolm Knowles) as indicated in the "Evaluation Design" of the original project proposal.

A summary of responses by twenty-one of the staff who participated in the workshop follows:

Question 1: "Highlights of the Project"

a. Individuals rated on a 1 (low) to 5 (high) scale their knowledge of the overall structure and purpose of the project before the workshop.

b. Individuals rated on a 1 (low) to 5 (high) scale their knowledge of the overall structure and purpose of the project after the workshop.

(a.) Before	(b.) After	(c.) Net Effect
5	5	0
1	3	2
3	3	0
3	5	2
1	5	4
1	3	2
1	4	3
1	5	4
2	5	3
3	5	2
5	5	0
2	4	2
3	4	1
2	5	3
2	4	2
4	5	1
3	5	2
3	5	2
2	5	3
1	4	3
47	88	41
(N=21) Total Individual Scores (Possible Total= 105)	(N=21) Total Individual Scores (Possible Total= 105)	Total Net Gain

Question 2: "An Exciting Crosscultural Experience"

a. Individuals rated on a 1 (low) to 5 (high) scale their knowledge of cultural differences before the workshop.

b. Individuals rated on a 1 (low) to 5 (high) scale their knowledge of cultural differences after the workshop.

(a.) Before	(b.) After	(c.) Net Effect
3	4	1
4	4	0
5	5	0
4	5	1
5	5	0
2	4	2
3	4	1
4	5	1
4	5	1
4	4	0
4	5	1
3	4	1
3	4	1
2	5	3
4	4	0
3	4	1
2	4	2
1	5	4
3	5	2
3	5	2
2	4	2
68	94	26

(N=21) Total Individual Scores (Possible Total= 105)

(N=21) Total Individual Scores (Possible Total= 105)

Total Net Gain

Question 3: "Concurrent Sessions: Reading, Mathematics, and English"

a. Participants (N=21) rated the general concepts as

Low 1	2	3	4	High 5
N=0	N=0	N=9	N=4	N=8

b. Participants (N=21) rated the format as

Low 1	2	3	4	High 5
N=0	N=0	N=9	N=8	N=4

c. Participants (N=20) rated the materials (displayed) as

Low				High
1	2	3	4	5
N=0	N=0	N=7	N=5	N=8

Other comments:

"...Too large a topic to put into a small amount of time."

"Reading comments made a great deal of sense."

Question 4: Overall Value of the Workshop

Participants (N=19) rated the overall value of the workshop in terms of structure, evidence of planning, and interest.

Low				High
1	2	3	4	5
N=0	N=0	N=4	N=9	N=6

Conclusion

Workshop participants made significant gains in their knowledge of the project, their understanding of cultural differences, and their knowledge of concepts and materials in relation to LEP instruction in specific subject areas.

William Rainey Harper College
Special 310 Project: Pre-GED Instruction for LEP Students
Evaluation Form: Training Workshop, March 14, 1981

Directions: Please fill in the following.

1. "Highlights of the Project"

   a. Before this workshop my knowledge of the overall structure and purpose of the project was

   Low 1 2 3 4 5 High

   b. After this part of the workshop my knowledge of the overall structure and purpose of the project is

   Low 1 2 3 4 5 High

2. "An Exciting Crosscultural Experience..."

   a. Before this workshop my knowledge of culture was

   Low 1 2 3 4 5 High

   b. After this part of the workshop, my "cultural awareness index" is

   Low 1 2 3 4 5 High

3. "Concurrent Session": Reading, Mathematics, or English (Circle one)

   a. This part of the workshop had value in regard to

	Low				High
1. general concepts	1	2	3	4	5
2. format	1	2	3	4	5
3. materials	1	2	3	4	5

   b. Other comments

   _____

   _____

   _____

4. The overall value (consider structure, evidence of planning, interest) of the workshop to me was

   Low 1 2 3 4 5 High

COMMENTS _____

_____

_____

P.M. 3/6/81

APPENDIX A

PRE-GED MATHEMATICS

COURSE OUTLINE

FOR LEP ADULTS

Prepared by:

Kay Morris

Patricia Mulcrone
Jean B. Chapman
Project Coordinators

This material was developed as part of the special project "Pre-GED Instruction for Adults of Limited English Proficiency," which was conducted at William Rainey Harper College, Palatine, Illinois, from September 15, 1980, through June 30, 1981. Funds for this project were provided through the provisions of Section 310, Special Demonstration and Teacher Training Projects, Adult Education Act, Public Law 91-230, as amended and granted by the State of Illinois, Illinois State Board of Education, Adult and Continuing Education Section, Grant #E-1-4026-L. The content of this material does not necessarily reflect the position or policy of the State of Illinois or the Department of Education. This material may be reproduced in its entirety by noncommercial agencies.

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I. Number theory

A. Digits, numbers, counting
B. Place value
C. Rounding off

II. Whole numbers

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Word problems
   1. Word clues
   2. Reading for process

III. Fractions

A. Meaning and vocabulary
B. Equivalent fractions
C. Simplifying
D. Mixed and improper fractions
E. Multiplication
F. Division
G. Addition with like fractions
H. Subtraction with like fractions
I. Addition and subtraction with unlike fractions
   1. Common denominators
   2. Addition
   3. Subtraction
J. Word problems
   1. Word clues
   2. Reading for process

IV. Decimals

A. Meaning
B. Place value
C. Relation to fractions
   1. Changing fractions to decimals
   2. Changing decimals to fractions
D. Comparing size of decimals
E. Addition
F. Subtraction
G. Multiplication
H. Division
I. Word problems
   1. Word clues
   2. Reading for process

V. Measurement

A. Units of length
B. Units of weight
C. Units of liquid capacity

VI. Graphs

A. Pictographs
B. Bar graphs
C. Line graphs
D. Circle graphs

APPENDIX B

ANNOTATED BIBLIOGRAPHY

OF PRE-GED MATHEMATICS MATERIALS

FOR LEP ADULTS

Prepared by:

Kay Morris

Patricia Mulcrone
Jean B. Chapman
Project Coordinators

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Beck, William J.; Bloomberg, Jerome; Greene, Francis A.; Hill, Joyce K.; and Steger, William F. Arithmetic: Developing Concepts and Skills. New York: Harper's College Press, 1976.
This book provides a very detailed programmed approach to basic skills. It is a good teacher reference for techniques of presenting material. It uses a great deal of set theory and some flow charts. This probably is not a good book for an LEP student to use alone because of the vocabulary and extensive use of modern math approach.

Blitzer, Donna; Boxer, Catherine; Silveira, Theodore; and Sintetos, Lorre H. Solving Life Problems in Consumer 2 Economics. New York: McGraw-Hill Book Company, 1980.
This book, designed for adults, emphasizes consumer skills and offers a good deal of practical math. Key words for each section are defined, and the skills to be acquired are stated. This book can be used as a source of practical word problems.

Brooks, Bonnie J. Math Word Problems, Grade 5. St. Louis: Milliken Publishing Co., 1978.
This is a book of 24 spirit masters. Although not designed for adults, it can be used with adults to provide practice with simple word problems. Simple vocabulary is used, and there is a good deal of practice in measurement.

Charuhas, Mary S.; The Mathematics Faculty of American Preparatory Institute of Killeen, Texas; McLenighan, Valjean; and McMortry, Dorothy Davis. Essential Mathematics for Life, Vols. 1-3. Glenview, Illinois: Scott, Foresman, & Co., 1980.
This is a series covering whole numbers, fractions, decimals, percents, graphs, and measurement. The books present excellent coverage of these subjects. The vocabulary is simple; the examples are clear. There is a great deal of practice in skills and their application. Answers are provided.

Coyne, Minerva. "Math the Universal Language," Bilingual Education Service Center Newsletter, Vol. VII, No. 1 (Sept.-Oct. 1979): 11-12.

Educational Insights, Sports'n Things, Vol. 2322 Fractions. Carson, California: Educational Insights, 1977.
This is a set of spirit masters providing practice with fraction word problems.

Greenfield, Leni; Nogueira, M. Flynn; Eufinger, Barbara A.; and Montalto, Barbara J. Improving Math Competency. New York: Cambridge Book Co., 1978.
This book is divided into two parts. The first half is a consumer approach to math; the second half is a skill-instruction section. There are many practical word problems, some with a multiple choice answer format.

Holtz, Steward, and Holtz, Gwen. No Frill Math Drill. Paoli, Pennsylvania: McGraw-Hill, 1979.
This series of duplicating masters provides practice on whole numbers skills and on fractions. The print is clear, and answers are provided.

Howett, Jerry. Number Power. Vols. 1 and 2. Chicago: Contemporary Books, Inc., 1976.
This is an excellent series covering whole number skills, fractions, decimals, and percents. Both books provide clear explanations and practice with actual problems.

Instructor Publications. Practice in Basic Math Skills. Vols. 1-3. Dansville, New York: The Instructor Publications, 1975.
This is a series of spirit master books that provide extra practice problems in a variety of skills.

Littman, Connie. Practical Problems in Mathematics. Albany: Delmar Publications, 1975.
This is one book in a series of very practical, adult-oriented workbooks. Word problems which focus on occupations are provided for many skills.

St. John, Michael. From Arithmetic to Algebra. Arlington Heights, Illinois: Delta Systems, Inc., 1979.
This is a very good basic skills book designed with LEP students in mind. The explanations are very clear, and the vocabulary is simple. It covers all the necessary skills, but it uses almost no word problems.

Scheer, Carol S., and Wiznitzer, Martine Rongier. Basic Mathmatics Skills. New York: Trafalgar House Publishing, 1979.
This is a good basic skills book except for the fact that it excludes decimals. The vocabulary is fairly simple, and there are some picture examples. There are not enough practice exercises for some of the skills.

Scholar's Choice. Check and Double Check Math. Vols. 1-8. Buffalo, New York: Scholar's Choice Limited, 1976.
This is a series of basic skills workbooks which can provide practice in a variety of skills such as finding averages, solving word problems, and understanding areas.

Sintetos, Lorre H. Solving Life Problems in Consumer Economics 1. New York: Trafalgar House Publishing, Inc., 1980.
This book uses math through a consumer information approach. It provides a lot of word problems with an adult interest level. It includes topics such as mail order shopping and comparison shopping.

Stein, Edwin I. Practical Applications in Mathematics. Boston: Allyn and Bacon, Inc., 1972.
This text provides no explanation, only practice exercises. The series could be used as a source of extra practice.

Sullivan Associates Program. Programmed Math, Series I. New York: McGraw-Hill Book Company, 1968.
This programmed series is very simple and could be managed by an LEP student working alone. It could also be used by the teacher as a resource.

Wallace, Mary C. Figure It Out. 3rd ed., Vols. 1-3. Chicago: Follett Publishing Co., 1981.
This series uses a very simple approach to whole numbers in providing practice in basic skills and word problems. The explanations are simple, and all vocabulary is explained.

APPENDIX C

PRE-GED MATHEMATICS

LEARNING ACTIVITY PACKETS

FOR LEP ADULTS

Prepared by:

Kay Morris

Patricia Mulcrone
Jean B. Chapman
Project Coordinators

This material was developed as part of the special project "Pre-GED Instruction for Adults of Limited English Proficiency," which was conducted at William Rainey Harper College, Palatine, Illinois, from September 15, 1980, through June 30, 1981. Funds for this project were provided through the provisions of Section 310, Special Demonstration and Teacher Training Projects, Adult Education Act, Public Law 91-230, as amended and granted by the State of Illinois, Illinois State Board of Education, Adult and Continuing Education Section, Grant #E-1-4026-L. The content of this material does not necessarily reflect the position or policy of the State of Illinois or the Department of Education. This material may be reproduced in its entirety by noncommercial agencies.

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GUIDE TO LEARNING ACTIVITY PACKETS

Unit	Skill/Learning Activity Packet	Sample Supplementary Lesson	Post-test
I. Number Theory	A. Digits, Numbers, Counting	Vocabulary Counting and Number Series Even and Odd Commas	Number Theory (Test 1)
	B. Place Value	Place Value	
	C. Rounding Off Numbers	Rounding Off	
II. Whole Numbers	A. Addition of Whole Numbers	Addition of Whole Numbers	
	B. Subtraction of Whole Numbers	Subtraction of Whole Numbers	
	C. Multiplication of Whole Numbers	Multiplication of Whole Numbers	Whole Numbers (Test 2)
	D. Division of Whole Numbers	Division of Whole Numbers	
	E. Word Problems (Whole Numbers)	Word Problems (Whole Numbers)	
II. Fractions	A. Meaning of Fractions	Meaning and Vocabulary	
	B. Equivalent Fractions	Equivalent Fractions (1) Equivalent Fractions (2)	
	C. Simplifying Fractions		
	D. Mixed and Improper Fractions	Proper and Improper Fractions	
	E. Multiplication of Fractions		
	F. Division of Fractions		
	G. Addition of Like Fractions		
	H. Subtraction of Like Fractions		Fractions (Test 3)
	I. Addition and Subtraction of Unlike Fractions		
	J. Fraction Word Problems	Fraction Word Problems	
IV. Decimals	A. Decimals (Meaning)	Decimals (Meaning)	
	B. Place Value of Decimals		
	C. Changing Decimals to Fractions and Fractions to Decimals	Relation to Fractions	
	D. Comparing Decimals (Size)	Comparing Decimals (Size)	Decimals (Test 4)
	E. Addition of Decimals		
	F. Subtraction of Decimals		
	G. Multiplication of Decimals		
	H. Division of Decimals		
	I. Word Problems (Decimals)	Word Problems (Decimals)	
V. Measurement	Measurement		Measurement (Test 5)
VI. Graphs	Graphs		Graphs (Test 6)

Special Student Problems/Difficulties

The following are some of the general problem areas in which LEP students may experience special difficulties. Such difficulties may affect LEP student performance in the skills included in the course outline.

More specific problems are indicated in the learning activity packets. Additional space has been included in the packets so that other LEP student problems may be written in as they are discovered by the teacher.

1. Vocabulary

   The student may have difficulty with both the new math vocabulary necessary to work with each skill and with other unfamiliar English words which might appear in instructions or problems.

2. Instructions and Directions

   Both oral and written directions need to be thoroughly explained; the teacher should point out specific words which indicate processes to be performed, especially those which are often used in mathematics books and on examinations.

3. Working Pace

   Students will be dealing not only with new skills and new vocabulary but with the difficulty of using a non-native language. This will, in some cases, cause the students to work more slowly.

4. Need for Reinforcement

   The reinforcement of new skills, symbols, and vocabulary is very important. A good deal of practice and repetition is needed for a student to feel comfortable with his/her learning of mathematics.

5. Mathematics Procedures

   Many students will already be able to perform some basic mathematical operations but in a manner which is quite different from the American procedure. These students should be encouraged not to try to switch to a new method of working the same skill if they are already competent in another way.

I. A. Learning Activity Packet

Skill--Digits, Numbers, Counting

To the teacher:

A. Content

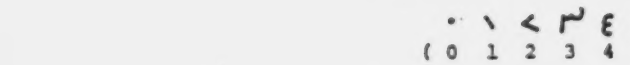
1. Vocabulary--digits, symbol, even, odd, numeral, number
2. Ordering of numbers, counting
3. Number series

B. Special student problems/differences

1. Vocabulary
2. Instructions and directions
3. Working pace
4. Need for reinforcement
5. Mathematics procedures
6.
7.

C. Cultural reminders

1. Many cultures use ٧ for 7 and ١ for 1.
2. Arabic numbers look quite different from ours. Arabic numbers 0-10 are shown below.



Some confusion can occur between the American decimal and the Arabic symbol for "zero."

3. The Vietnamese name their numbers by the order of the digits. Therefore, our 13-19 may be confusing for them because we do not say, for example, "teen-thir," but rather "thir-teen."

4. Farsi/Persian (Iranian) numbers are as follows from 1-10:

5.
6.

D. Sample supplementary lessons are attached.

E. Resources

1. Essential Mathematics for Life: Whole Numbers
2. Pre-GED Series: Basic Mathematics Skills
3. Arithmetic: Developing Concepts and Skills

Sample Supplementary Lesson--Vocabulary (symbol, numeral, digit)

5 is the symbol for this amount

00000

What is the symbol for 00000 in your country?_____

Do you know the American symbol for this amount?

0000000_____

Symbols which stand for numbers are called numerals.

Here are some numerals: 25 4 17

Number and Numeral are used the same way. Give the number for each of these amounts:

000_____

0000000000_____

000000_____

00000 00000_____

00000 00000_____

The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 are called digits. Some numbers are made of one digit like 3 (000) and some are made of more than one digit like 12 (000000).

How many digits are in the numeral 423?_____

How many different numerals can you make with all the digits 4, 2, 3_____,_____,_____,

_____,_____,_____?

Sample Supplementary Lesson--Counting and Number Series

Counting is naming things, one at a time, or by groups. Counting these circles ○○○○○ is giving them a number name like ① ② ③ ④ ⑤ . There are 5 circles.

Count these stars ✡✡✡✡✡✡✡✡

There are_____stars.

If we are counting things, what is the next number?

1, 2, 3, 4, 5, 6, 7, 8, 9,_____. This is called a number series.

A number series is a group of numbers arranged in some order, each one larger or smaller than the one before by some amount.

2, 4, 6, 8, 10....is a number series in which each number is 2 more than the one before.

....12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 is a number series in which each number is one less than the one before.

1, 2, 4....is a number series in which each number is twice as big as the one before.

Find the next number in this series? 1, 5, 9,_____.

Find the missing number in this series

....14, 12, 10, 8,___4, 2, 0

MORE PRACTICE:

Sample Supplementary Lesson--Even and Odd

Even numbers are a special number series. Even numbers always end in 0, 2, 4, 6, or 8. Some even numbers in order are 2, 4, 6, 8, 10, 12, 14....
Here are some other even numbers 224, 924, 62, 1000.
All even numbers can be evenly divided by 2.
List some even numbers not already shown on this page:

_____ _____ _____ _____

Circle the even numbers below:

12	51	17	26	98
300	404	999	227	9000
699	294	877	888	21

Odd numbers are all the numbers which are not even. They end in 1, 3, 5, 7, 9. Some odd numbers in order are 1, 3, 5, 7, 9, 11, 13....
List some odd numbers not shown on this page:

_____ _____ _____ _____

Circle the odd numbers below:

4	19	200	627	3000
20	17	499	999	4005

Sample Supplementary Lesson--Commas

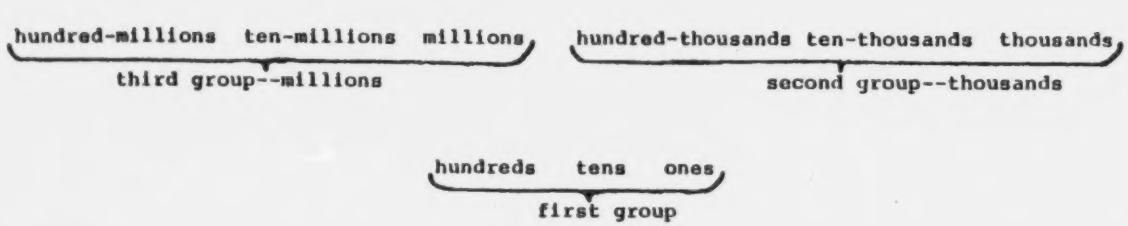
42679
222222
67430000

These numbers are hard to read because they are not in groups.

We use a comma (,) to separate numbers into groups of 3 digits.

This makes the numbers easy to read.

42,679 222,222 67,430,000



Put commas in the following numbers:

4206 93525 4679223

I. B. Learning Activity Packet

Skill--Place Value

To the teacher:

A. Content

1. Vocabulary--digit, numeral, comma, place value
2. Use of zeros as place holders
3. Use of commas to separate groups
4. Naming of groups: ones, thousands, millions, etc.
5. Translating words into numbers
6. Translating numbers into words

B. Special student problems/differences

1. Unfamiliarity with the use of commas to separate groups
2. Unfamiliarity with our naming system for groups of numbers
3. Difficulty translating numbers into words
4. See general introductory section on special student problems.
5.
6.

C. Cultural reminders

1. Many cultures use a decimal point where we use a comma and vice versa (e.g.--1.25 is written 1,25 and 1,000 is written 1.000).
2. Some cultures use ٧ for 7 and ١ for 1.
3. Arabic numbers look quite different from ours. Arabic numbers 0-10 are shown below.

٠ ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠

(0 1 2 3 4 5 6 7 8 9 10)

Some confusion can occur between the American decimal and the Arabic symbol for "zero."

4. The Vietnamese name their numbers by the order of the digits. Therefore, our 13-19 may be confusing for them because we do not say, for example, "teen-thir" but rather "thir-teen."
5.
6.

D. Sample Supplementary Lessons are attached.

E. Resources

1. From Arithmetic to Algebra
2. Arithmetic Developing Concepts and Skills
3. Basic Skills Workbook
4. The Pre-GED Basic Skills Series
5. Essential Mathematics for Life: Whole Numbers

Sample Supplementary Lesson--Place Value

We give value to each digit in a numeral by its place in the numeral. Place value is given from right to left as follows:

millions	hundred-thousands	ten-thousands	thousands	hundreds	tens	ones
			(A) 4	2	6	7
	(B) 2	6	5	3	4	9
					(C) 2	9

In number (A) 4 is in the thousands place, so it means 4000. 2 is in the hundreds place, so it means 200. 6 is in the tens place, so it means 6 10's or 60. 7 is in the ones place, so it means 7 ones or 7. 4000 + 200 + 60 + 7 = 4267. We read this number "four thousand, two hundred sixty seven." Do not use the word "and" when reading whole numbers.

Fill in the blanks: In number (B) 2 is in the hundred-thousands place, so it means 200000. 6 is in the ten-thousands place, so it means 60000. 5 is in the_____place, so it means 5000. 3 is in the hundreds place, so it means_____. 4 is in the tens place, so it means 40. _____is in the ones place, so it means 9. 200000 + 60000 + 5000 + 300 + 40 + 9 = _____. We read this number "two hundred sixty-five thousand, three hundred forty-nine."

We read number (C) _____nine.

I. C. Learning Activity Packet

Skill--Rounding Off Numbers

To the teacher:

A. Content

1. Vocabulary--place value, "rounding off," approximate
2. Identifying place to be rounded
3. Rounding off

B. Special student problems/difficulties

1. See general introductory section on special problems.
2. Lack of sufficient familiarity
3.
4.

C. Cultural reminders

1. Refer to learning activity packet on place value.
2.
3.

D. Sample supplementary lessons (attached)

E. Resources

1. From Arithmetic to Algebra
2. Essential Mathematics for Life: Whole Numbers

Sample Supplementary Lesson--Rounding Off

"Rounding off" a number is finding "about" what it is equal to. You can round off a number at any of its digits.

Rounding off 376 to the nearest hundred means finding if 376 is closer to 300 or 400, because 376 falls between those two numbers.

Steps in rounding off a number:

1. Find the place to be rounded off.
2. Check the first number to the right of that place.
3. If the number is 5 or larger, the place you are rounding will be made 1 larger, and all the places behind it will be zeros.
4. If the number to the right is less than 5, then the place you are rounding will stay the same, and all numbers behind it will become zeros.

4322 → round to the nearest hundred

4322 → This is the place to be rounded.

4322 → The place to the right is 2.

4300 → The place we are rounding stays the same, and all other places after become zeros.

925,780 → round to the nearest ten-thousand

925,780 → This is the place to be rounded.

925,780 → The place to the right is 5.

930,000 → The place we are rounding becomes 1 larger, and all places after become zeros.

Round off the following numbers:

	nearest 10	nearest 100	nearest 1000
4,592			
92,745			
62,650			

	nearest ten-thousand	nearest million
4,293,650		
56,927,435		
202,459,606		

I. Post-test: Number Theory

1. Circle the even numbers.

   6 15 150 99

2. Circle the odd numbers.

   9 15 25 150

3. Write the numbers in words.

   45,290_____

   6,000,500_____

4. Write these numbers in digits:

   a. twelve thousand, six hundred twenty_____

   b. one million, five hundred thousand, nine hundred forty-two

   _____

5. Round off this number to each place listed.

   56,299 hundred thousand ten-thousand

   _____ _____ _____

Passing score: 80% competency or 10 correct answers out of 12 possible

II. A. Learning Activity Packet

Skill--Addition of Whole Numbers

To the teacher:

A. Content

1. Vocabulary and symbols--sum, total, addition, equal, plus, +
2. Simple addition
3. Carrying
4. Word clues for addition word problems

B. Special student problems/differences

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1.
2.

D. Sample supplementary lessons attached

E. Suggested resources

1. From Arithmetic to Algebra
2. Arithmetic Developing Concepts and Skills
3. Number Power
4. Practical Problems in Mathematics for Consumers
5. Figure it Out: #1
6. Essential Mathematics for Life: Whole Numbers
7. Pre-GED Series: Basic Mathematics Skills
8. No Frill Math Drill
9. Practice in Basic Mathematics Skills

Sample Supplementary Lesson--Addition Word Problems

These clue words often are found in addition word problems:

sum	plus	deposit
total	more	add
raise	exceed	together
increase	and	altogether
in all	make larger	

Look for the clue words in the following problems and look at the number problem. Underline the clue word or phrase that tells you to add.

1. There were 25 children in Mrs. Jones's kindergarten class. During the year 4 children were also placed in this class. How many children were in Mrs. Jones's class in all at the end of the year?

$$\begin{array}{r} 25 \\ +\ 4 \\ \hline 29 \end{array}$$

2. The rent for the Smith family is $450 a month. The food bill is $200 a month. What is the total of this family's expenses for food and rent for the month?

$$\begin{array}{r} \$450 \\ +\ 200 \\ \hline 650 \end{array}$$

3. You have $200 in your checking account. If you deposit $75, how much will the total be?

$$\begin{array}{r} \$200 \\ +\ \ 75 \\ \hline \$275 \end{array}$$

4. At the store you buy a box of soap powder, 2 chickens, a bag of apples, and 3 cartons of milk. How many items did you buy altogether?

$$\begin{array}{r} 1 \\ 2 \\ 1 \\ +\ 3 \\ \hline 7 \end{array}$$

5. Your salary is $50 a week until you get a raise of $10 a week. How much will you make each week now?

$$\begin{array}{r} \$50 \\ +\ 10 \\ \hline \$60 \end{array}$$

II. B. Learning Activity Packet

Skill--Subtraction of Whole Numbers

To the teacher:

A. Content

1. Vocabulary and symbols: equal, subtract, difference, minus, -
2. Simple subtraction
3. Borrowing
4. Word clues for subtraction word problems

B. Special student problems/differences

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. In some cultures subtraction is done as the reverse of addition.

```
 321
-119
 202
```

The student works the problem "nine plus what equals eleven?" rather than looking at subtraction as taking away.

2.
3.

D. Sample supplementary lessons attached

E. Resources

1. From Arithmetic to Algebra
2. Arithmetic Developing Concepts and Skills
3. Number Power
4. Practical Problems in Mathematics for Consumers
5. Figure it Out: #1
6. Essential Mathematics for Life: Whole Numbers
7. Pre-GED Series: Basic Mathematics Skills
8. Practice in Basic Mathematics Skills
9. No Frill Math Drill
10. Math Check and Double Check

Sample Supplementary Lesson--Subtraction Word Problems

These clue words which mean subtraction are often found in subtraction problems:

difference	minus
less than	take away
reduce	lower
decrease	deduct
diminish	left
fewer	

Look for the word clues in the following problems, and look at the number problems. Underline the clue word or phrase that tells you to subtract.

1. If a sirloin steak costs $3.49 a pound, and hamburger meat costs $1.59 a pound, what is the difference in price per pound between sirloin steak and hamburger?

$$\begin{array}{r} \$3.49 \\ -\ 1.59 \\ \hline \$1.90 \end{array}$$

2. If the number of students attending Johnson School was reduced from 1025 to 950, how many students were taken out of Johnson School?

$$\begin{array}{r} 1025 \\ -\ 950 \\ \hline 75 \end{array}$$

3. If the government deducts $125 out of each pay check for taxes and social security, how much will you receive from a pay check of $620?

$$\begin{array}{r} \$620 \\ -\ 125 \\ \hline \$495 \end{array}$$

4. Sue pays $25 less rent than Ann. If Ann pays $275, how much does Sue pay?

$$\begin{array}{r} \$275 \\ -25 \\ \hline \$250 \end{array}$$

5. The number of students attending Smith Junior College decreased last year by 135. If the number of students the year before was 2345, how many students attended last year?

$$\begin{array}{r} 2345 \\ -\ 135 \\ \hline 2210 \end{array}$$

II. C. Learning Activity Packet

Skill--Multiplication of Whole Numbers

To the teacher:

A. Content

1. Meaning, vocabulary, and symbols--product, time, (x) or (•)
2. Repeated addition
3. Multiplication tables
4. Multiplication by single digit
5. Multiplication by multiple digits
6. Word clues for multiplication word problems

B. Special student problems/differences

1. See general introductory section on special student problems.
2. Lack of knowledge of multiplication tables
3. Lack of knowledge of symbols or new methods
4. Failure to work from right to left
5.
6.

C. Cultural reminders

1. A (•) is used rather than an (x) in many countries to mean "times."
2. The process and ordering for multiplication in other cultures may look different from our system.

$$\begin{array}{r} 32 \times 28 \\ \hline 64 \\ 256 \\ \hline 896 \end{array} \quad \text{for} \quad \begin{array}{r} 32 \\ \times 28 \\ \hline 256 \\ 64 \\ \hline 896 \end{array}$$

3.
4.

D. Sample supplementary lessons (See attached)

E. Resources

1. Essential Mathematics for Life: Whole Numbers
2. From Arithmetic to Algebra
3. Pre-GED Series: Basic Mathematics Skills
4. Practice in Basic Mathematics Skills
5. Math Check and Double Check
6. No Frill Math Drill

Sample Supplementary Lesson--Multiplication Word Problems

These are clue words often found in multiplication problems:

product
times
at
of

Look for the word clues in the following problems and look at the number problems. Underline the clue word or phrase that tells you to multiply.

1. Find the cost of 6 pounds of bananas at $.39 a pound.

$$\begin{array}{r} \$\ .39 \\ \times\ \ 6 \\ \hline \$2.34 \end{array}$$

2. A shelf can hold 20 cases of vegetables. If there are 24 cans in each case, how many cans will the shelf hold?

$$\begin{array}{r} 24 \\ \times\ 20 \\ \hline 480 \end{array}$$

3. A bank serves about 2,000 people in a week. How many people will it serve in a year at 52 weeks per year?

$$\begin{array}{r} 2000 \\ \times 52 \\ \hline 4000 \\ 10000 \\ \hline 104000 \end{array}$$

4. Find the product of 72 and 90.

$$\begin{array}{r} 90 \\ \times\ 72 \\ \hline 180 \\ 630 \\ \hline 6480 \end{array}$$

5. Sue has 4 times as many books on her shelf as Mary. If Mary has 12, how many does Sue have?

$$\begin{array}{r} 12 \\ \times\ 4 \\ \hline 48 \end{array}$$

II. D. Learning Activity Packet

Skill--Division of Whole Numbers

To the teacher:

A. Content

1. Vocabulary and symbols: divide, quotient, remainder, ÷, ⟌
2. Meaning--opposite of multiplication, repeated subtraction
3. Process with 4 steps
4. Checking one's work
5. Word clues for division word problems

B. Special student problems/differences

1. Lack of knowledge of multiplication tables
2. Lack of familiarity with symbols (÷ or ⟌)
3. Processes for division in our culture may be different from those learned by students in their native cultures.
4.
5.

C. Cultural reminders

1. Vietnamese, Haitians, and certain Spanish-speaking groups follow a process of division which is different from ours. Examples:

a) 3330 ÷ 74

```
3330 | 74
370  | 45
  9
```

b) 3330 ÷ 74

```
 3330 | 74
-296  | 45
  370
- 370
    0
```

c) 128 ÷ 8

```
128:8=16
 8
 48
 48
  0
```

2.
3.

D. Sample supplementary lessons (See attached)

E. Resources

1. From Arithmetic to Algebra
2. Arithmetic Developing Concepts and Skills
3. Number Power
4. Figure it Out: #1
5. Practical Problems in Math for Consumers
6. The Pre-GED Basic Skills Series
7. Practice in Basic Mathematics Skills: Book C
8. Essential Mathematics for Life: Whole Numbers
9. No Frill Math Drill

Sample Supplementary Lesson--Division Word Problems

These are word clues that are often in division word problems.

quotient	go into	each
ratio	contained in	average

Look for the clue words or phrases in the following problems, and see how they are solved. Underline the clues that tell you to divide.

1. Find the quotient of 288 and 96.

$$96\overline{)288}\quad 3$$

2. If a commuter train carries 6600 people to town in a month, how many people does it carry on the average each day (30 days in a month)?

$$30\overline{)6600}\quad 220$$

3. How many dozen eggs are contained in 540 eggs?

$$12\overline{)540}\quad 45$$

4. How many bags of marbles can be filled from 4375 marbles, if each bag holds 15?

$$15\overline{)4375}\quad 291\ R10$$

5. A car travels 168 miles in 3 hours. Find the average speed of the car.

$$3\overline{)168}\quad 56$$

II. E. Learning Activity Packet

Skill--Word Problems

To the teacher:

A. Content

1. Reading for information
2. Word clues (sum, total, difference, etc.)
3. Reading for process
4. Practice 1 step problems
5. Practice 2 or more step problems

B. Special student problems/difficulties

1. See general introductory section on special problems.
2. All the difficulties encountered with basic operations of addition, subtraction, multiplication, and division will apply here.
3. Often there is a difference between common American usage of words and their specific mathematical meanings.
4.
5.

C. Cultural reminders

1. Those cultural differences which affect the basic operations of adding, subtracting, multiplying and dividing will apply here.
   Check those previous sections for problems.
2.
3.

D. Sample supplementary lessons attached.

E. Resources

1. Essential Mathematics for Life: Whole Numbers
2. Math Check and Double Check
3. The Pre-GED Basic Skills Series
4. Number Power
5. Figure It Out: Book 1
6. Practical Problems in Math for Consumers
7. Problem-Solving 1 (Competency Performance Pack)
8. Math Word Problems: Grade 5

Sample Supplementary Lesson--Word Problems (Whole Numbers)

Read each problem carefully, and decide only on the process you would use to work it.

Example:

divide How long would it take to load 450 logs on a truck, if you can load 10 per minute?

_____1. Your new car sticker states it will go 26 miles per gallon of gasoline. How far can you go on 14 gallons of gas?

_____2. If you've already read 255 pages of a book that has 500 pages, how many pages are left?

_____3. You have 15 yards of curtain material. How many curtain panels can you make if each one uses 3 yards?

_____4. In one week Bob works 14 hours at the drug store, 5 hours at the grocery store, and 6 hours mowing lawns. How many hours did Bob work in all that week?

_____5. A fuel oil tank holds 500 gallons of oil. If 127 gallons have been used, how much is left?

_____6. If it's 50°F outside the house and 72°F inside, how much warmer is it inside?

_____7. You are saving for a new color T.V. which costs $300. How much must you save each week to get the money in 25 weeks?

_____8. If each week you smoke 5 packs of cigarettes that each costs $.60, how much will you save each week if you quit smoking?

II. Post-test: Whole Numbers

1. $\begin{array}{r} 456 \\ +\ 93 \\ \hline \end{array}$

2. $\begin{array}{r} 210 \\ \times\ 42 \\ \hline \end{array}$

3. $71\overline{)1562}$

4. $\begin{array}{r} 9040 \\ -\ 266 \\ \hline \end{array}$

5. Sue jogged 5 miles last week, 2 miles this week, and plans to jog 6 miles more next week. How much will she have run by the end of next week?

6. If you drive 290 miles in 5 hours, what will your average speed be?

7. How many words are in Jane's report if it takes her 2 hours to type it, and she can type 60 words a minute?

8. If we have already used 156 tissues out of a box that contains 300, how many are left?

Passing score: 80% competency or 6 correct answers out of 8 possible

III. A. Learning Activity Packet

Skill--Meaning of Fractions

To the teacher:

A. Content

1. A fraction as part of a whole
2. Vocabulary--fraction, numerator, denominator, proper, improper, mixed
3. 1=all parts

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Understanding different forms 4/5=same as $\frac{4}{5}$
3.
4.
5.

C. Cultural reminders

1. Korean students may name fraction's denominator first, e.g., "half-one" (for 1/2) as opposed to "one-half" in English.
2.
3.

D. Sample supplementary lessons--attached.

E. Resources

1. Arithmetic: Developing Concepts and Skills
2. From Arithmetic to Algebra
3. Pre-GED Series: Basic Mathematics Skills
4. Math Check and Double Check: Basic Skills Workbook 5
5. Number Power 2

Sample Supplementary Lesson--Meaning and Vocabulary

A fraction shows part of something.

$\frac{4}{7}$ is a fraction. 4 is the numerator. 7 is the denominator.

Circle the denominator in each fraction.

$\frac{2}{3}$ $\frac{1}{4}$ $\frac{9}{10}$ $\frac{6}{11}$ $\frac{5}{8}$

The denominator tells how many equal parts something has been divided into.

What would the denominator be for a pie cut into 6 equal pieces?_____

The numerator tells how many of the equal parts you are using in a problem.

Circle the numerator in each fraction.

$\frac{4}{5}$ $\frac{2}{3}$ $\frac{1}{9}$ $\frac{6}{11}$ $\frac{5}{9}$

What fraction tells the part of the pie that is shaded?

_____ _____ _____

III. B. Learning Activity Packet

Skill--Equivalent Fractions

To the teacher:

A. Content

1. Meaning of equivalent fractions
2. Vocabulary--fraction, equivalent, equal, numerator, denominator

B. Special student problems/differences

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. Korean students may read fractions with the denominator first.
   Example: 1/2 as half-one instead of one-half.
2.
3.

D. Sample supplementary lessons--attached.

E. Resources

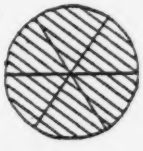
1. Arithmetic: Developing Concepts and Skills
2. From Arithmetic to Algebra
3. Pre-GED Series: Basic Mathematics Skills
4. Math Check and Double Check: Basic Skills Workbook 5
5. Number Power 2

Sample Supplementary Lesson--Equivalent Fractions (1)

$\frac{6}{6} = 1$ $\frac{4}{4} = 1$ $\frac{9}{9} = 1$ $\frac{5}{5} = 1$

All these fractions equal 1 because having all the equal parts gives you one whole.

$\frac{6}{6}$ means you have 6 out of the 6 equal parts shown below. You have 1 whole pie.



Any fraction with the same numerator and denominator is equal to 1.

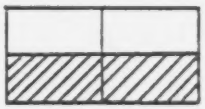
Write 3 fractions that equal 1:

_____ _____ _____

Sample Supplementary Lesson--Equivalent Fractions (2)

Equivalent fractions are fractions that mean the same amount.

1/2



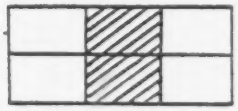
2/4

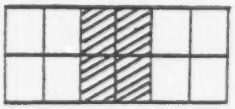
$\frac{1}{2}$ and $\frac{2}{4}$ are equivalent because they mean the same amount.

<u>Equivalent</u> means <u>equal</u>.

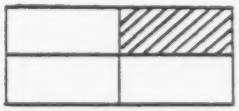
$\frac{2}{8}$ = $\frac{1}{4}$

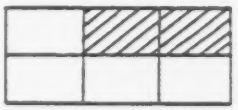
$\frac{2}{8}$ and $\frac{1}{4}$ are equivalent.

$\frac{2}{6}$ 

$\frac{4}{12}$ 

Are the fractions above equivalent?_____

$\frac{1}{4}$ 

$\frac{2}{6}$ 

Are the fractions above equivalent?

III. C. Learning Activity Packet

A. Content

1. Vocabulary--fraction, numerator, denominator, equivalent, equal, reduce, simplify, factors, lowest terms, remainder
2. Reducing process

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Not knowing multiplication and division facts well
3.
4.

C. Cultural reminders

1. Since reducing is largely division, and many countries divide differently, this may be a point of confusion. Specific examples are given in the LAP dealing with division.
2.
3.

D. Sample lesson--There is a great deal available in print on reducing and simplifying, so no supplementary lessons are included here.

E. Resources

1. From Arithmetic to Algebra
2. Math Check and Double Check: Basic Skills Workbook
3. Pre-GED Series: Basic Mathematics Skills
4. Arithmetic: Developing Concepts and Skills
5. No Frill Math Drill: 6
6. Number Power 2

III. D. Learning Activity Packet

Skill--Mixed and Improper Fractions

To the teacher:

A. Content

1. Vocabulary--proper, improper, mixed
2. Changing an improper fraction to a proper fraction
3. Changing a proper fraction to an improper fraction

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Not knowing multiplication and division facts
3.
4.

C. Cultural reminders

1. Students from cultures in which the division and multiplication processes are different from ours may have difficulty. See the cultural notes in the division and multiplication LAP's.

D. Sample supplementary lessons: There is considerable practice work available in print, so no supplementary lessons are included here.

E. Resources

1. From Arithmetic to Algebra
2. Math Check and Double Check: Basic Skills Workbook
3. Pre-GED Series: Basic Mathematics Skills
4. Arithmetic: Developing Concepts and Skills
5. No Frill Math Drill: 6
6. Number Power 2

Sample Supplementary Lesson--Proper and Improper Fractions

$\frac{1}{2}$ is a <u>proper</u> fraction because the top number is smaller than the bottom. This is the correct form for a fraction.

Circle the <u>proper fractions</u>:

$\frac{2}{3}$ $\frac{4}{3}$ $\frac{9}{10}$ $\frac{4}{4}$ $\frac{8}{9}$ $\frac{9}{8}$

$\frac{6}{4}$ is an <u>improper</u> fraction because the top number is as big or bigger than the bottom. This is not the correct form for a fraction.

Circle the <u>improper fractions</u>.

$\frac{2}{3}$ $\frac{4}{3}$ $\frac{9}{10}$ $\frac{4}{4}$ $\frac{8}{9}$ $\frac{9}{8}$

III. E. Learning Activity Packet

Skill--Multiplication of Fractions

To the teacher:

A. Content

1. Vocabulary and symbols--multiply, x, mixed, improper, canceling, factors, product
2. Process with simple fractions
3. Process with mixed numbers
4. Reducing answers
5. Canceling
6.

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Not knowing multiplication tables and division facts
3.
4.

C. Cultural reminders

1. Students from cultures in which multiplication is different may have difficulty following the examples. Please refer to the cultural difficulties of multiplication.
2. Students from cultures in which division is different may have difficulty. Check for cultural differences in the division LAP.
3.
4.

D. Sample supplementary lessons--No supplementary lessons are included here.

E. Resources

1. From Arithmetic to Algebra
2. Pre-GED Series: Basic Mathematics Skills
3. Math Check and Double Check: Basic Skills Workbook
4. Practice in Basic Mathematic Skills
5. Practical Problems in Mathematics for Consumers
6. No Frill Math Drill
7. Number Power 2

III. F. Learning Activity Packet

Skill--Division of Fractions

To the teacher:

A. Content

1. Vocabulary and symbols--divide, $\div$, quotient, inverse, canceling, mixed, improper, factors
2. Division process with simple fractions
3. Reducing answers
4. Division with mixed numbers
5. Canceling

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Not knowing multiplication or division facts well
3.
4.

C. Cultural reminders

1. Cultural differences affecting multiplication and division can make understanding examples difficult. Consult the LAP's on multiplication and division for cultural differences in these areas.
2.
3.

D. Sample supplementary lessons--No supplementary lessons included here.

E. Resources

1. From Arithmetic to Algebra
2. Pre-GED Series: Basic Mathematics Skills
3. Practice in Basic Mathematics Skills
4. Math Check and Double Check: Basic Skills Workbook
5. Arithmetic: Developing Concepts and Skills
6. Practical Problems in Mathematics for Consumers
7. Number Power 2

III. G. Learning Activity Packet

Skill--Addition of Like Fractions

To the teacher:

A. Content

1. Vocabulary--common denominator, like fractions, reducing to lowest terms
2. Addition process--single fractions, whole numbers, and proper fractions
3. Reducing all answers

B. Special student problems/difficulties

1. See special introductory section on special student problems.
2.
3.

C. Cultural reminders

1. The vertical form usually used in the United States may be unlike the form used in other cultures. Example:

$$\begin{array}{r} \frac{4}{5} \\ +\ \frac{1}{5} \\ \hline \frac{5}{5} = 1 \end{array}$$

may be written $\frac{4}{5} + \frac{1}{5} = \frac{4+1}{5} = \frac{5}{5} = 1$

2.
3.

D. Sample supplementary lesson: Considerable practice work is already available in print, so no supplementary work is included here.

E. Resources

1. The Pre-GED Basic Skills Series
2. From Arithmetic to Algebra
3. Math Check and Double Check: Basic Skills Workbook
4. Number Power 2

III. H. Learning Activity Packet

Skill--Subtraction of Like Fractions

To the teacher:

A. Content

1. Vocabulary--like fractions, common denominator, reducing to lowest terms, borrowing
2. Subtracting process
3. Borrowing--review concept of 1 as 1/1, 2/2, 3/3, etc.
4. Reducing answers

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. Haitian students may view subtraction as the mental reverse of addition as in:

$$\begin{array}{r} 4 \\ -1 \\ \hline 3 \end{array}$$ four minus 1 is 3 might be viewed as 1 plus what makes 4?

2. Vertical form may be different. Some cultures use a horizontal form as

$$\frac{4}{5} - \frac{1}{5} = \frac{4-1}{5} = \frac{3}{5}$$ rather than $$\begin{array}{r} \frac{4}{5} \\ -\frac{1}{5} \\ \hline \frac{3}{5} \end{array}$$

3.
4.

D. Sample supplementary lessons--Lots of practice work is available in print, so no supplementary lessons are included here.

E. Resources

1. From Arithmetic to Algebra
2. Pre-GED Series: Basic Mathematics Skills
3. Arithmetic: Developing Concepts and Skills
4. Math Check and Double Check
5. Number Power 2

III. I. Learning Activity Packet

Skill--Addition and Subtraction of Unlike Fractions

To the teacher:

A. Content

1. Vocabulary--common denominator
2. Process of finding a common denominator
3. Addition once the common denominator is found
4. Subtraction once the common denominator is found

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. Many cultures use a horizontal approach rather than a vertical one.
   Example:

$$\frac{1}{4} = \frac{3}{12}$$
$$+ \frac{1}{3} = \frac{4}{12}$$
$$\frac{7}{12}$$

$$\frac{1}{4} + \frac{1}{3} = \frac{3+4}{12} = \frac{7}{12}$$

2.
3.

D. Sample lessons--No supplementary lessons here.

E. Resources

1. From Arithmetic to Algebra
2. Pre-GED Series: Basic Mathematics Skills
3. Math Check and Double Check
4. Practice in Basic Mathematics Skills
5. Arithmetic: Developing Concepts and Skills
6. Practical Problems in Math for Consumers
7. No Frill Math Drill
8. Number Power 2

III. J. Learning Activity Packet

Skill--Fraction Word Problems

To the teacher:

A. Content

1. Review word clues for all operations
2. Reading for information
3. Reading for operation
4. One-step problems
5. Multiple-step problems

B. Special student problems/difficulties

1. See general introductory section on special problems.
2. All difficulties that apply to the working of basic fraction problems will apply here.
3. Word clues often have a different meaning in mathematics problems from that of everyday use.
   Example: product
4.
5.

C. Cultural reminders

1. All cultural differences that affect the working of fraction problems will apply here.
2.
3.

D. Sample supplementary lessons--attached.

E. Resources

1. Pre-GED Series: Basic Mathematics Skills
2. Problem Solving 1: Competency Performance Pack
3. Practical Problems in Math for Consumers
4. Sports'n Things: High Interest Math Series #2322 Fractions
5. Number Power 2

Sample Supplementary Lesson--Fraction Word Problems

Read each problem below carefully. Check for any clue words or phrases. Find the question being asked. Write the process you would use to solve each problem.

_____1. How many candy bars will you need to make a recipe that calls for 18 oz. of candy, if each bar weighs 1 1/8 oz.?

_____2. Your lawnmower holds 1 1/2 gallons of gasoline. How much gas will you need to mow the lawn 10 times? (It takes one tank to mow the lawn each time.)

_____3. You have 3 2/5 books of green stamps, and your friend gives you 2 1/5 books more. How many books of stamps do you have altogether?

_____4. You have 3 cups of sugar left in a container. If you use 1 5/8 cups for your muffins, will you have 2 1/2 cups left for a cake?

_____5. If your cold tablet contains 2 3/4 grains of aspirin, how many grains will you have taken at the end of the day, if you take 2 aspirins 3 times a day?

III. Post-test: Fractions

1. $4\frac{1}{3} + 2\frac{2}{3}$

2. $4\frac{1}{2} \times 5 =$

3. $1\frac{1}{2} \div 2\frac{1}{3} =$

4. $6\frac{2}{3} - 1\frac{1}{2}$

5. $5\frac{1}{9} + 6\frac{4}{5}$

6. $10 - 4\frac{2}{3}$

7. Julie bought the following pieces of material: 1 1/2 yards of silk, 4 7/8 yards of linen, 6 4/5 yards of polyester, and 1 1/2 yards of dotted Swiss. How many yards did she buy?

8. John has 30 feet of pine lumber in his shop. He will need 2/3 of it to build a picnic table. How much lumber does he need?

9. A roll of packing tape contains 150 feet of tape. If you have already used 73 9/10 feet, how much is left?

10. Sarah has 2 3/4 pounds of candy. If she divides it equally among four persons (including herself), how much will each person get?

Passing score: 80% competency or 8 correct answers out of 10 possible

IV. A. Learning Activity Packet

Skill--Decimals (Meaning)

To the teacher:

A. Content

1. Vocabulary and symbols--decimal, (.), decimal fraction
2. Use of the decimal point
3. Decimal number as a fraction with a special denominator of 10, 100, 1000, etc.
4. Where to place the decimal point when using a whole number

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. French, Haitian, Italian, and Spanish students may be confused by the decimal point because their system uses a comma where we use a decimal and vice versa.

   Example: 1.25 is written 1,25 and 1,000 is written 1.000

2.
3.

D. Sample supplementary lessons--attached.

E. Resources

1. Arithmetic: Developing Concepts and Skills
2. Number Power 2
3. From Arithmetic to Algebra
4. Programmed Math, Book 7: Decimals

Sample Supplementary Lesson--Decimals (Meaning)

Decimal numbers are special fractions with denominators of 1, 100, 1000, etc.

.4 is a decimal number. The (.) before the 4 tells you that any number after it is a decimal fraction. .4 means $\frac{4}{10}$

A whole number has a decimal after it (16.) For example, the whole number 4 can be written as 4.0 or 4.00 or 4.000.

Whole numbers come before the decimal. ← . → Decimal numbers come after the decimal.

21.4

means

$21\frac{4}{10}$

IV. B. Learning Activity Packet

Skill--Place Value of Decimals

To the teacher:

A. Content

1. Vocabulary and symbols--decimal, (.), point
2. Reading numbers with decimals (from numbers with decimals to written words)
3. Writing the numbers from words to numbers
4. The word "and" to signify where the decimal goes
5. Use of 0 as a place holder

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Putting "and" incorrectly into numbers thereby causing misplacement of decimals.
3.
4.

C. Cultural reminders

1. French, Haitian, Italian, and Spanish students may have trouble with the decimal point because their system uses a (,) where we use a decimal and vice versa.

   Example: 1.25 is written 1,25 and 1,000 is written 1.000

2. In some systems place value names may be different.
3.
4.

D. Sample supplementary lessons--Many commercial materials are available for practice of this skill.

E. Resources

1. From Arithmetic to Algebra
2. Arithmetic: Developing Concepts and Skills
3. Number Power 2
4. Programmed Math: Book 7, Decimals

Sample Supplementary Lesson--Relation to Fractions

Which is larger? $\frac{4}{5}$ or .85?

It is difficult to tell size when the numbers are in different forms. To compare the numbers above, you must make them both decimals or both fractions.

$\frac{4}{5} = 5\overline{)4.0} = .8$

$\underline{4.0}$

So, compare .8 and .85

.80
.85 larger

Or you can make $.85 = \frac{85}{100} = \frac{17}{20}$

larger $\frac{17}{20}$ or $\frac{4}{5} \times \frac{4}{4} = \frac{16}{20}$ You must give both fractions the same denominator.

Make both numbers decimals and circle the larger.

$\frac{1}{2}$ or .55 $\frac{6}{8}$ or .677

Make both numbers fractions and circle the larger.

.45 or $\frac{1}{4}$ .30 or $\frac{7}{10}$

IV. C. Learning Activity Packet

Skill--Changing Decimals to Fractions and Fractions to Decimals

To the teacher:

A. Content

1. Vocabulary--decimal, reduce
2. Process of changing decimal to fraction by finding the denominator and reducing
3. Process of changing fractions with denominators of 10, 100, 1000, etc. to decimals
4. Process of changing fractions to decimals by dividing

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. Those difficulties which affect multiplication and division will apply here. Please refer to those LAP's.
2.
3.

D. Sample supplementary lessons--Many commercial materials are available to cover this skill.

E. Resources

1. From Arithmetic to Algebra
2. Arithmetic: Developing Concepts and Skills
3. Practice in Basic Mathematics Skills
4. Number Power 2

IV. D. Learning Activity Packet

Skill--Comparing Decimals (Size)

To the teacher:

A. Content

1. Vocabulary and symbols
2. Determining size by place value
3. Putting all numbers in the same form to tell size (all in decimal form or all in fractions, etc.)
4.
5.

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.

C. Cultural reminders

1. Those differences which affect the ability to use place value will cause problems here; check the learning activity packet "Place Value of Decimals."
2.

D. Sample lessons

E. Resources

1. From Arithmetic to Algebra
2. Number Power 2

Sample Supplementary Lesson--Comparing Decimals (Size)

To compare decimals is to decide which decimal has the greatest value.

Example: .04 .33 .0009

1. First put the numbers in a column with the decimals under each other.

.04
.33
.0009

2. Now add zeros to the end until they all have the same number of places.

.0400
.3300
.0009

3. Now judge the size as if they were whole numbers.

400	middle
3,300	biggest
9	smallest

Place the following numbers in columns and decide the largest, next largest, and smallest in each group.

.44	.404	.040
.9	.459	.099
.45	.666	.2022
2.3	.004	62.1

IV. E. Learning Activity Packet

Skill--Addition of Decimals

To the teacher:

A. Content

1. Vocabulary and symbols--addition, plus, total, sum
2. Placement of numbers so that decimals line up
3. Placement of the decimal in the answer
4. Word problems

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. French, Haitian, Italian, and Spanish students may be confused by the decimal point because their system uses a comma where we use a decimal and vice versa.

   Example: 1.25 is written 1,25 and 1,000 is written 1.000.

2.
3.

D. Sample lessons--Many commercial lessons are available on this skill.

E. Resources

1. From Arithmetic to Algebra
2. Practice in Basic Mathematics Skills
3. Practical Problems in Mathematics for Consumers
4. Improving Math Competence
5. Number Power 2
6. Math Check and Double Check

IV. F. Learning Activity Packet

Skill--Subtraction of Decimals

To the teacher:

A. Content

1. Vocabulary--subtract, difference, minus
2. Placement of numbers so decimals line up
3. Addition of zeros to fill in blank spaces
4. Placement of the decimal in the answer

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2.
3.

C. Cultural reminders

1. Same problems as for subtraction of whole numbers. Please refer to that LAP.
2.
3.

D. Sample lessons--Many available commercially.

E. Resources

1. Number Power 2
2. Math Check and Double Check
3. From Arithmetic to Algebra
4. Programmed Math: Book 7, Decimals

IV. G. Learning Activity Packet

Skill--Multiplication of Decimals

To the teacher:

A. Content

1. Vocabulary and symbols--product, multiply, times, x
2. Placement of decimal in answer
3. Word problems

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Many students have not committed multiplication tables to memory; this results in errors and in more time needed for practice work.
3.
4.

C. Cultural reminders

1. Same as with multiplication of whole numbers.
2.
3.

D. Sample lessons.

E. Resources

1. From Arithmetic to Algebra
2. Number Power 2
3. Math Check and Double Check
4. Practical Problems in Math for Consumers

IV. H. Learning Activity Packet

Skill--Division of Decimals

To the teacher:

A. Content

1. Vocabulary and symbols--divide, $\div$, quotient, $\overline{)}$, remainder, repeating decimal
2. Dividing whole numbers into decimals
3. Dividing decimals into decimals
4. Dividing decimals into whole numbers
5. Word problems

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Problems with multiplication and division facts
3.
4.

C. Cultural reminders

1. Same problems as with division of whole numbers. Please refer to that LAP.
2.
3.

D. Sample lessons.

E. Resources

1. From Arithmetic to Algebra
2. Math Check and Double Check
3. Number Power 2
4. Practical Problems in Mathematics for Consumers

IV. I. Learning Activity Packet

Skill--Word Problems (Decimals)

To the teacher:

A. Content

1. Review word clues
2. Reading for information
3. Reading for process

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. In word problems especially, language difficulties cause confusion and frustration.
3.

C. Cultural reminders

1. Please refer to the LAP's on decimals.
2.

D. Sample supplementary lessons

E. Resources

1. Math Word Problems--5
2. Number Power 2
3. Improving Math Competency
4. Solving Life Problems in Consumer Economics

Sample Supplementary Lesson--Word Problems (Decimals)

Read the following word problems. Look for clue words or phrases. Try to find the question being asked and the information given. Decide the process you would use to work the problem.

_____1. A baseball player had a batting average of .295 last year and .304 this year. How much better is this year's average?

_____2. You take 3 packages to the post office. The weights are 4.3 pounds, 2.75 pounds, and 1.45 pounds. How much do they all weigh together?

_____3. There are 1.6 kilometers in a mile. How many miles are there in 19.2 kilometers?

_____4. At $3.95 a foot, how much will 15.5 feet of lumber cost?

_____5. If the price of oil rises from 69.4¢ a gallon to 98.4¢, how much is the increase?

_____6. If a 3.5 lb. T-bone steak costs $10.62, how much will you pay per pound?

_____7. A T.V. which is usually price at $395 is advertised at $50 off. How much will the T.V. cost?

_____8. Sue has $275.90 in her checking account. If she makes the following deposits during the month: $50.00, $25.90, $169.00, and $379.95, what will her balance be?

IV. Post-test: Decimals

1. Add 4.2 + 3.007 + .004 + 2.3.

2. $\begin{array}{r} 4.6 \\ -\ .043 \\ \hline \end{array}$

3. $\begin{array}{r} 4.003 \\ \times\ \ .04 \\ \hline \end{array}$

4. Subtract 8.4 from 45.5.

5. $4.5\overline{)91.35}$

6. $\begin{array}{r} 4.6 \\ .02 \\ +\ 2.6 \\ \hline \end{array}$

7. Subtract .03 from 7.

8. $.21\overline{)168}$

9. Find the average of 4.3, 6.2, 5.5, and 9.1.

10. If a 200-foot concrete slab shrinks by 2.03 feet in freezing temperatures, how tall is it when the temperatures are below freezing?

Passing score: 80% competency or 8 correct out of 10 possible

V. Learning Activity Packet

Skill--Measurement

To the teacher:

A. Content

1. Vocabulary--inch, foot, yard, mile, cup, pint, quart, gallon, pound, ounce, liter, meter, centimeter, kilometer, kilogram, gram
2. Measurement of length
    a. units and their abbreviations
    b. how they are converted to each other
    c. how to add, subtract, multiply, and divide length measurements
3. Measurement of weight
    a. units and their abbreviations
    b. how they are converted to each other
    c. how to add, subtract, multiply, and divide weight measurements
4. Measurement of volume
    a. units and their abbreviations
    b. how they are converted to each other
    c. how to add, subtract, multiply, and divide volume measurements

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Some students are not familiar with all our units of measure or their equivalents, such as how many pints are in a quart.
3.
4.

C. Cultural reminders

1. Many other countries use the metric system, and non-native students may not be familiar with our units of measurement.
2. Cultural differences which affect the basic processes of addition, subtraction, multiplication, and division will also apply here.
   Check those LAP's for problems.
3.
4.

D. Sample supplementary lessons--There are sufficient commercial lessons available on measurement.

E. Resources

1. Pre-GED Basic Skills Series
2. Programmed Math Book 8--Measurement
3. Improving Math Competence
4. Solving Life Problems in Consumer Economics
5. Essential Mathematics for Life

V. Post-test: Measurement

Change the following units:

1. 12 inches = _____ft.

1 pound = _____oz.

1 gallon = _____qts.

3 feet = _____yds.

1 quart = _____pts.

2. Add: 2 ft. 6 in., 3 ft. 2 in., and 5 ft. 10 in.

3. 2 qt. 1 pt.

x 5

4. Sue made 4 1/2 gallons of tomato soup. If she puts it in 1 quart jars, how many jars will she need?

5. A piece of ribbon is 13 ft. 6 in. and must be cut into 3 equal pieces. How long will each piece be?

Passing score: 80% competency or 4 correct answers out of 5 possible

VI. Learning Activity Packet

Skill--Graphs

To the teacher:

A. Content

1. Vocabulary and symbols
2. Reading title
3. Notice how information is given (key, labels, pictures, etc.)
4. Pictographs
5. Bar graphs
6. Line graphs
7. Circle graphs
8. Solving problems from graphs

B. Special student problems/difficulties

1. See general introductory section on special student problems.
2. Problems which affect the solving of word problems apply here.
3.
4.

C. Cultural reminders

1. Information given on some graphs may be unknown to some students.
2.
3.

D. Sample supplementary lessons--There are many commercial materials dealing with graphs.

E. Resources

1. Pre-GED Basic Skills Series
2. Solving Life Problems in Consumer Economics
3. Preparation for High School Equivalency in Mathematics
4. Improving Math Competence
5. Essential Mathematics for Life

VI. Post-test: Graphs

Choose a simple graph from commercial material or the newspaper and ask a series of questions about the given information. An 80% competency level should be the goal.

APPENDIX D

ANNOTATED BIBLIOGRAPHY

OF PRE-GED ENGLISH MATERIALS

FOR LEP ADULTS

Prepared by:

Linda Wilkiel
Joseph D. Griffey

Patricia Mulcrone
Jean B. Chapman
Project Coordinators

This material was developed as part of the special project "Pre-GED Instruction for Adults of Limited English Proficiency," which was conducted at William Rainey Harper College, Palatine, Illinois, from September 15, 1980, through June 30, 1981. Funds for this project were provided through the provisions of Section 310, Special Demonstration and Teacher Training Projects, Adult Education Act, Public Law 91-230, as amended and granted by the State of Illinois, Illinois State Board of Education, Adult and Continuing Education Section, Grant #E-1-4026-L. The content of this material does not necessarily reflect the position or policy of the State of Illinois or the Department of Education. This material may be reproduced in its entirety by noncommercial agencies.

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Abraham, Roberta. Structure and Meaning. Rowley, Massachusetts: Newbury House, 1979.
This book provides an excellent treatment of verbals and clausal relationships. It uses diagrams based on transformational grammar. The book is intended for LEP students.

Allen, Harold B., and Campbell, Russell N., eds. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, Inc., 1972.
This is a collection of essays covering theories and approaches; methods, techniques, and materials; reading and writing; contrastive studies; testing; and current issues. It may be helpful to teachers in offering discussions of practices and ideas in ESL.

Alt, Ruth Ruggles, and Kirkland, Mary Louise. Steps to Composition. Washington, D. C.: Georgetown University Press, 1973.
The following areas are dealt with:
1) comparing adjectives and adverbs, proper adjectives, adjectives with linking verbs, and positions of adjectives and adverbs.
2) intensifiers, especially so, too, and enough.
3) difference between the present and past participle, e.g., He is loved. He is loving.
4) punctuation with coordinating, subordinating, and correlative conjunctions.
5) using certain verbs with gerunds and other verbs with infinitives.
6) tenses of the verb in the active and passive. The text provides students with a chance to learn through writing structures and can be used as a workbook.

Boatner, Maxine Tull; Gates, John Edward; and Makkai, Adam. A Dictionary of American Idioms. Woodbury, New York: Barrons, 1980.
This is a very complete, but relatively inexpensive, student reference book. It includes over 4,000 American idiomatic expressions. This book is not suggested for use in the classroom or for direct test preparation.

Burt, Marina K., and Kiparsky, Carol. The Gooficon. Rowley, Massachusetts: Newbury House, 1972.
This very helpful book attempts to identify the errors that students from various language backgrounds regularly make. The book attempts to explain why these errors occur and suggests ways to teach correct patterns.

Dart, Allan Kent. ESL Grammar Workbooks 1 and 2. Englewood Cliffs, New Jersey: Prentice-Hall, 1978.
The value of this book is that it treats many of the GED writing skills problems, but it is intended for LEP students. It includes parts of speech, spelling, forms of pronouns, modals, sequence of tenses, agreement, who vs. whom, position of adverbs, linking verbs, prepositions, and many other items that are relevant for GED Test preparation.

Deighton, Lee C. Grammar and Usage. New York: Harcourt, Brace, Jovanovich, 1979.
Although intended for native speakers, this book provides very good explanations that can be understood by LEP students. The vocabulary is not too difficult, and the exercises are well-suited to GED Test preparation.

Drazin, Barbara, ed. Building Basic Skills in English Books 1 and 2. Chicago: Contemporary Books, 1981.
These two pre-GED books are intended for native speakers, but they are simplified enough to be useful for LEP students. The books deal with most of the problems on the GED Test. There are abundant exercises in which the students fill in the blanks or complete sentences.

Feinstein, George W. Spelling Demons. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
This is a programmed book that includes basic spelling rules and troublesome homonyms. It is appropriate for students who have mastered the basic spelling patterns of the English sound system, but who need work on those homonyms that are likely to appear on the GED Test. The book is intended for native speakers.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Company, 1974.
This is a teacher's handbook. It provides practical suggestions for classroom techniques as well as a brief survey of trends in English as a Second Language instruction.

Hayden, Rebecca E.; Pilgrim, Dorothy W.; and Haggard, Aurora Quiros. Mastering American English. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.
This is a detailed text that may be helpful to more advanced students. Verbs, nouns and pronouns, word order, verbals, articles, adjectives and adverbs, and punctuation are covered. Explanations are accompanied by diagrams that are useful. No answer key is available for exercises in the text.

Hornby, A. S. The Teaching of Structural Words and Phrases, Stages 1 and 2. London: Oxford University Press, 1959-62.
This book takes the teacher step by step through the procedures for teaching basic structures. It is very useful for a teacher who lacks experience with LEP students.

Kirn, H. Elaine. All Spelled Out. Culver City, California: English Language Services, 1981.
This spelling book makes use of pictures, puzzles, and filling in blanks to teach the student to associate sounds with basic spelling patterns. It is intended primarily for native speakers.

Kottmeyer, William. Dr. Spello. 2nd edition. St. Louis, Missouri: Webster Division, McGraw-Hill, 1968.
This spelling text works with rules, sounds, and vocabulary. A variety of exercises and pictures add interest to the subject.

Longfield, Diane M.; Smith, Jeanne C.; and Chapman, Jean B. Curriculum for ESL Core Courses. Palatine, Illinois: William Rainey Harper College, 1980.
This material specifies those areas recognized as problematic for the LEP student and should be helpful to the teacher with no ESL experience. It can also provide the teacher with some knowledge of the structures taught in ESL classes.

Molinsky, Steven J. Side By Side: English Grammar Through Guided Conversations, Book Two. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.
This book contains many exercises using different verb tenses. The material could be used orally, or assignments could be written. Also helpful is a section on adjectives and adverbs. The book is cleverly illustrated and enjoyable for students.

Oliver, Charles. How to Take a Standardized Test. Culver City, California: English Language Services, 1981.
Various types of items on standardized tests are presented, e.g., sentence completion, error detection, etc. The student is given hints on using time wisely, being prepared, and deciding when to guess at an answer. This book is intended for LEP students.

Paulston, Christina Bratt, and Bruder, Mary Newton. Teaching English as a Second Language--Techniques and Procedures. Cambridge: Winthrop Publishers, 1976.
For the teacher who is new to the field of English as a Second Language, this book can provide ideas for classroom techniques. It gives the teacher a broad view of what is currently being done with LEP students.

Rainsbury, Robert. Written English. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.
This book is useful for slower students because it contains clear lessons on punctuation, capitalization, and spelling, especially spelling problems with suffixes. There is also some good material on irregular verbs in the past tense. The book is intended for LEP students.

Taylor, Grant. Mastering American English. New York: McGraw-Hill, 1956.
This is a book of exercises (filling in the blank and choosing the correct form of a word). Explanations are extremely limited, but examples are given. The book treats the verb tenses, subject and object pronouns, possessive pronouns, irregular verbs, word order, identifying adjectives and adverbs, comparisons, modals, the passive voice, preposition use, indirect speech, sequence of tenses, conditionals, idiomatic expressions, and many other areas. This book is intended for LEP students.

Trocki, Phillip K. Spell it Out. New York: Globe Book Company, 1979.
This set of books treats rules of spelling and deals with words of two or more syllables. It uses puzzles and high interest readings about current events and famous personalities. These books are intended primarily for native speakers.

APPENDIX E

PRE-GED ENGLISH

COURSE OUTLINE AND ENGLISH LESSONS

FOR LEP ADULTS

Prepared by:

Linda Wilkiel
Joseph D. Griffey

Patricia Mulcrone
Jean B. Chapman
Project Coordinators

This material was developed as part of the special project "Pre-GED Instruction for Adults of Limited English Proficiency," which was conducted at William Rainey Harper College, Palatine, Illinois, from September 15, 1980, through June 30, 1981. Funds for this project were provided through the provisions of Section 310, Special Demonstration and Teacher Training Projects, Adult Education Act, Public Law 91-230, as amended and granted by the State of Illinois, Illinois State Board of Education, Adult and Continuing Education Section, Grant #E-1-4026-L. The content of this material does not necessarily reflect the position or policy of the State of Illinois or the Department of Education. This material may be reproduced in its entirety by noncommercial agencies.

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COURSE OUTLINE

Basic English Skills

I. Parts of Speech
   - Identification
   - Uses

II. Spelling Basics

III. Sentence Structure
   - Patterns
   - Errors

IV. Verbs
   - Irregular verbs
   - The tense system

V. Grammar
   - Subject/verb agreement
   - Pronouns
   - Adjectives/Adverbs

VI. Diction
   - Gerunds/Infinitives
   - Problem words

VII. Punctuation/Capitalization

VIII. Larger Units: Paragraphs

GUIDE TO ENGLISH LESSONS

UNIT Explanation or Reference	Exercises (Programmed)	Exercises (Teacher-Directed)
I. PARTS OF SPEECH		
		Parts of Speech Review*
Parts of Speech (Basic Definitions)		Answer Blanks for Parts of Speech Review
Interjections		Parts of Speech Crossword Puzzle
		Parts of Speech Review (How to Learn English Quickly)
	Nouns (2)	Nouns (1)*
	Nouns (Countables and Uncountables)	
	Practice Test--Nouns (Uncountables)	
Basic Prepositions (Chart)	Prepositions (1)	Prepositions (2)*
		Prepositional Phrases*
	Conjunctions	Conjunctions (Three Groups)*
II. SPELLING BASICS		
Suffixes	Spelling (Homonyms)	Suffixes (Exercise)*
III. SENTENCE STRUCTURE	Writing Complete Sentences	Subjects*
	Complete Sentences (1, Finding Errors)	
	Complete Sentences (2, Subject/Verb)	
	Complete Sentences (3, Subordinating Conjunctions)	
	Complete Sentences (4, Finding Errors)	
IV. VERBS		
Principal Parts of Irregular Verbs	Irregular Verbs (1)	
	Irregular Verbs (2)	
	Irregular Verbs (3)	

UNIT Explanation or Reference	Exercises (Programmed)	Exercises (Teacher-Directed)
	Action Verbs (2)	Action Verbs (1)*
	Linking Verbs (1)	Linking Verbs (2)*
	Verbs (Tenses)	Linking Verbs (Sensory)*
	Verbs (Present Perfect Tense)	
	Verbs (Present Perfect and Past)	
	Verbs (Past and Past Perfect)	
	Verbs (Past Perfect)	
	Verbs (Modal Perfect)	
	Verbs (Modals: Must and Have To)	
	Verbs (Conditionals)	
	Verbs (Conditional Sentences)	
	Verbs (Passive Voice)	
V. GRAMMAR	Agreement of Subject and Verb (1)	
	Agreement of Subject and Verb (2)	
	Pronouns (1)	Pronouns (2)*
		Pronouns (3)*
	Pronouns (4)	
	Subject and Object Forms of Pronouns (1)	
	Subject and Object Forms of Pronouns (2)	Personal Pronouns Crossword Puzzle
	Adjectives (1)	Adjectives (2)*
	Comparison of Adjectives (1)	
	Comparison of Adjectives (2)	
	Adverbs (1)	Adverbs (2)*
	Adjectives and Adverbs	

UNIT Explanation of Reference	Exercises (Programmed)	Exercises (Teacher-Directed)
VI. DICTION		
Gerunds and Infinitives (1)	Style and Diction	Gerunds and Infinitives (2) Gerunds and Infinitives (3)
	Gerunds and Infinitives (4) Modals and Verbals Diction (Problem Words)	
VII. PUNCTUATION/CAPITALIZATION		
	Punctuation Punctuation Review Exercise	
VIII. LARGER UNIT: PARAGRAPHS		
	Paragraph Development	
		English Answer Keys

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*Answer Keys are provided for these exercises.

PARTS OF SPEECH
BASIC DEFINITIONS

Noun: person, place, thing, idea
examples: Tom, zoo, shoe, beauty

Pronoun: takes the place of a noun
examples: He, us, nobody, who

Subject: the main noun or pronoun of the sentence
example: Tom took us to the zoo. Tom is the subject.

Verb: 1) action: doing
examples: jump, talk, wash

2) linking: No action is done. A linking verb is like an equal sign.
examples: is, was, were, seems, are

Adjective: describes nouns; tells what kind, which, or how many
examples: orange, fat, seven

Adverb: describes 1) verbs, 2) adjectives, 3) other adverbs
It tells where, when, why, how or to what degree; it may end in ly.
examples: slowly, occasionally, then, very

Interjection: an emotional interruption
examples: Wow! Oh! Ah!

Preposition: signals relationship or direction; used in prepositional phrases
examples: in, on, beyond, for, with

Conjunction: joins words or groups of words together.
examples: and, but, neither...nor, because

Phrase: several words which function as a unit in a sentence
examples: in the room, for you

Sentence: subject and verb in a complete thought
examples: The sky looks gray today.
Is Mr. Miller here?

INTERJECTIONS

An interjection is a word showing strong or sudden emotion. Usually an interjection is followed by an exclamation point.

Examples: Ouch! I hurt my finger!
Oh! You frightened me!
Aha! I knew it.

PARTS OF SPEECH REVIEW

Directions: Read the paragraphs below. Look at the underlined words. Write the part of speech in the numbered blanks on the next page.

Every person[1] has some kind of language. In[2] the world, there are about 4-5000 different[3] languages, and each of these languages works[4] to serve its[5] culture well[6]. Spoken language is as old as the human race, and[7] written language is about 5,000 years old.

When a child[8] first begins to learn language, he spends about 3,000 hours practicing with sounds. He[9] spends all this time practicing before he is three and a half years old. Children also have a special[10] ability to learn language easily[11]. After about the age of thirteen, learning a language[12] becomes more difficult.

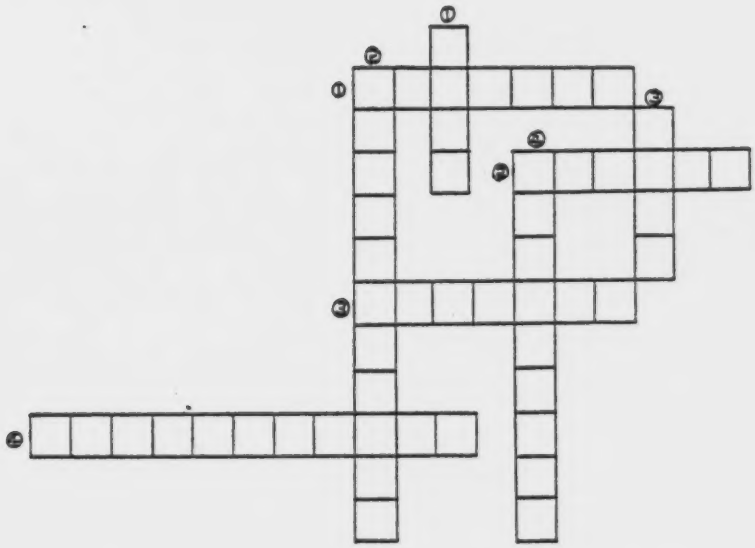
The English language is[13] the most widely[14] spoken language in the world. It has about 750,000 words in it, but[15] 300,000 of these words are technical[16] terms. An English[17] speaker will know about 60,000 of[18] these words and use about[19] 5,000 in conversation. The traditional grammar of English was modeled after Latin. Yet, the sound and use of English changes[20] even within the United States. People living in the southern part of the U. S. speak differently from those people who live[21] in the northern part. There is, however, a standard of English, a way that is accepted by everyone[22]. This is the English[23] heard on national news on T. V. It comes from the English spoken in the Midwest.

ANSWER BLANKS FOR PARTS OF SPEECH REVIEW:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

PARTS OF SPEECH

CROSSWORD PUZZLE



ACROSS

1. takes the place of a noun
2. modifies a verb
3. the doer of the action in a sentence
4. joins words or word groups

DOWN

1. a person, place, or thing; it can follow the word <u>the</u>
2. always has an object
3. the action word in the sentence
4. describes a noun

PARTS OF SPEECH REVIEW

HOW TO LEARN ENGLISH QUICKLY

It is very _____ (adjective) to learn English quickly, and there is a _____ (adjective) way to do this. First, keep healthy and in _____ (adjective) physical condition, so you can think well. To stay in good physical condition, always eat a _____ (noun) every day and _____ (verb) twice a day. This will help you to be a _____ (adjective) thinker. Second, you must keep a _____ (noun) of words and always _____ (verb) _____ with it. Third, you must practice saying the words very _____ (adverb), and you must look up their meanings in a _____ (noun).

If you follow this advice, you will soon find that you are writing sentences like:

The _____ (adjective) _____ (noun) _____ (verb) _____ (adverb). A _____ (noun) is a _____ (adjective) _____ (noun).

Once you know that you can write sentences in English like this, you will just have to say _____ (interjection)!

NOUNS(1)

NOUN = PERSON, PLACE, THING, IDEA

Examples: Mary, school, boy, truth

Directions: Underline the nouns in the following sentences.

1. A large gorilla is standing behind you.
2. The Hawaiian Islands are very popular in the summer.
3. He drove his car east on Higgins Road and stopped at the restaurant for lunch.
4. Mr. Jones gave Dr. Williams the book The Adventures of Huckleberry Finn for Christmas.
5. On Tuesday, I went to the Art Institute of Chicago, where I saw a painting of Jesus Christ.
6. Aunt Harriet is learning Japanese because she is going to Japan in the fall.
7. Mary and I helped Mother bake chocolate cake with strawberry frosting.
8. The Board of Education makes decisions about the schools.
9. During the American Civil War, the North fought against the South for four, long, bloody years.
10. An old man sat on a bench in the park, feeding the birds.

NOUNS (2)

Note to the student: Nouns are used to name persons, places, things, and ideas. Except for some of the proper nouns (those that name a specific person or things and begin with a capital letter), you can use the noun test to see if a word is a noun. Put the word the in front of the new word.

Example: the book the we

In the example, the book, it is easy to see that book is a noun. In the example, the we, you can see that we is not a noun. Another way to identify a noun is to add the letter s. If s changes the word from singular (one only) to plural (more than one), it will be a noun. There are, however, some nouns that are different and will form the plural by adding es. These are the nouns that end in ch, sh, s, x, and z.

Example: church (singular) churches (plural)

There are other irregular plurals, like children (the plural of child), and mice (the plural of mouse).

Read the sentences below and underline the nouns. Cover the right side of the page.

Sue: Professor Brown had ten glasses of Irish whiskey and fell down the steps. He didn't spill any whiskey.

Bill: How did he do that?

Sue: He kept his mouth closed.

Sue (This is a person and a proper noun.)

Professor Brown (This is a person and a proper noun.)

glasses (You can see that the letters es have been added to the singular word glass to make the plural noun. You can use the word the in front of the word glasses.)

whiskey (Whiskey is a thing. You can also put the word the before whiskey.)

steps (Use the the test or notice that the plural uses the letter s.)

Bill (Bill is a person and a proper noun.)

mouth (Use the the test or s test.)

Cover the right side of the page.
Fill in the blanks with nouns.

Sue:	_____had	Professor Brown
	ten_____	glasses
	of Irish_____	whiskey
	and he fell down the____	steps
	_____. He	
	didn't spill any_____	whiskey
	_____.	
Bill:	How did he do that?	
Sue:	He kept his_____	mouth
	closed.	

Try to write the joke. Use the words below as cues. Underline the nouns.

Sue:....Brown...glasses...fell...steps.

_____

_____

He...spill...whiskey.

_____

Bill: How...?

_____

Sue: He...closed.

_____

Find the nouns in the following sentences. Use the methods which have been described in this lesson. Cover the right side of the page.

Birds flew down into it.	Birds (You can put the in front of the word.)
We found a new residence.	residence (Use the the test or the s test.)
I see the item you are talking about.	item (Use the two tests.)
I think the patient is going to be all right.	patient (Use the two tests.)
I'm afraid it has broken its leg.	leg (Use the two tests.)

Directions: In the following exercise, suppose that three x's (xxx) represent a word that is new to you, and you don't know its meaning. Put N above the word if it could be a noun.

We bought the xxx.	N (This word could be a noun because of the word the.)
Xxxs were lying on the ground.	N (This word could be a noun because of the plural formed by the letter s.)
They're in the xxx with their mother.	N
Everybody brings his xxx.	N
The xxx is loose.	N
Leave the xxxs alone.	N
You're xxxer than I.	This word could not be a noun. You could not say the xxxer than I.

Give it to everybody except xxx.	N (This word would probably be a person, and a person is a noun.)
Will xxx accept the gift?	N
Did you see that xxx?	N (The word that can be used to see if a word is a noun just the same as the word the can be used.)
Bill is the xxxest man I have ever seen.	This word could not be a noun. In this case the word the goes with the noun man. Here we have a situation where the the test is not the best way to identify a noun. You could replace the word the with the word a and find that xxxest is not a noun.)
I could have given the book to the xxx.	N
We bought those xxxs.	N

NOUNS (COUNTABLES AND UNCOUNTABLES)

Note to the student: Most nouns are countable except for those in four classes:

1. Abstract nouns (love, happiness, and beauty).
   (An abstract noun is something you can't touch or see.)

2. Singular nouns with "s" (physics, mathematics, news, and economics).

3. Groups composed of unlike objects (fruit, furniture, and jewelry).

4. Materials, liquids, pastes, and things that would be too difficult to count (hair, oil, wood, and rice).

Uncountables are always singular.

We use few and many for countables.
We use little and much for uncountables.

Examples: few pencils, many pencils
a little water, much water

Cover the right side of the page and find the errors, if any, on the left.

1. Do you have apples? Yes, I have much of them.	many of them (Apples are countable.)
2. How many furnitures do you need?	how much furniture (Furniture is uncountable.)
3. There was very few news about the accident.	little news (News is uncountable.)
4. There was a milk on his beard.	There was milk or There was some milk (Don't use a/an before uncountables.)
5. I saw very much jewelry in the shop window.	correct
6. Mathematics, as we know, are important.	is important (Uncountables are always singular.)
7. Can you give me some advices?	some advice (Uncountables are always singular.)

8. A few equipments were in the parking lot.	A little equipment was (Use little for the uncountable, which is singular.)
9. The boys were eating breads.	bread (Uncountables are always singular.)
10. We have a lot of homeworks to do.	homework to do (Uncountables are always singular.)

PRACTICE TEST--NOUNS (UNCOUNTABLES)

Cover the right side of the page, and find the errors, if any, on the left.

1. We bought apples (1), oranges (2), potatoes (3), and a pound of lettuces (4). No error (5).

(4) lettuce (Lettuce is uncountable.)

2. They didn't have much (1) money (2), but they bought very many (3) fruit and candy (4). No error (5).

(3) much fruit (Don't use many with uncountables.)

3. Will you have much (1) time (2) to help with my physics (3) and economics (4)? No error (5).

(5) No error.

4. Put down your luggages (1) and look for the tickets (2) in your coat (3) pockets (4). No error (5).

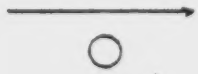
(1) luggage (Luggage is uncountable.)

5. His knowledge (1) of economics (2) is (3) very great, and he understands mathematics (4) too. No error (5).

(5) No error.

This chart is for student reference only. Although LEP students will have much difficulty with the use of prepositions, they will not be tested on their distinctions on the GED test. Rather, they need only to understand the relation of prepositions to the structure of the sentence.

BASIC PREPOSITIONS

UP go up	DOWN go down	IN go in
OUT go out	ON go on	OFF go off
ABOUT AROUND go about - go around	OVER go over	AWAY go away
PAST  go past	ALONG go along	THROUGH go through
BEYOND go beyond	UNDER go under	TOWARD go toward

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PREPOSITIONS (1)

Note to the student: Remember that prepositions show a relationship.

Example: The boys were under the tree.

In this sentence the preposition under shows a relationship between the boys and the tree. A preposition is not too difficult to recognize because it is always followed by a noun or pronoun.

Examples: in the house
for them

The preposition in is followed by the noun house. The preposition for is followed by the pronoun them.

Underline the prepositions in the joke. Cover the right side of the page.

My friend Dan isn't very smart. He thinks that people can fly to the sun. I asked him how anybody could go near the sun, a very hot place. He said that he had a solution for that problem. The people could go at night.

to (It shows a relationship between the word fly and the word sun.)
near (It shows a relationship between go and sun.)
for (It shows a relationship between solution and problem.)
at (It shows a relationship between go and night.)

Fill in the blanks.

My friend Dan isn't very smart. He thinks that people can fly_____the sun. I asked him how anybody could go_____ the sun, a very hot place. He said that he had a solution_____that problem. The people could go_____night.

to
near
for
at

Prepositions (1)

Try to write the joke. Use the cues.

My...smart.

_____

He thinks...sun.

_____

I asked...could...place.

_____

He said...solution...problem.

_____

The people...night.

_____

PREPOSITIONS(2)

Prepositions are words that show or signal direction or relationship. Prepositions are used in English to keep word order in a sentence. The English language has a very fixed word order, and prepositions help make that order.

Examples: in, on, beyond, for, with

EXERCISE: Directions--Read each sentence and circle the prepositions.

1. In summer, we often go to a county fair in Kane County.
2. The cost of the fare for bus transportation is increasing.
3. When I stood near the perfume counter in the store, I could smell the scent of perfume.
4. He walked over the bridge toward the stores with only one cent in his pocket.
5. As I was passing by the field, I saw a young boy climb up a tree.
6. The librarian couldn't buy any more books until fall because the library had no money.
7. One swimmer from New York swam across the Gulf of Mexico and won a prize.
8. The farmers kept the herd of cows between the valley and the river.
9. They studied the plays of William Shakespeare during English class at school.
10. We sat around the table for an hour talking among ourselves about our experiences.

PREPOSITIONAL PHRASES

Prepositions alone do not add much meaning in a sentence. A preposition is used with a noun or pronoun. This structure, preposition and noun, is called a prepositional phrase. Notice that the preposition is always first, and the noun (pronoun) is always the end word in the phrase.

preposition + noun (pronoun) = prepositional phrase

Examples: from the school
in Chicago
beyond the ocean
to him

Sometimes adjectives may come between the preposition and the noun; but the preposition is always the first word, and the noun or pronoun is always the last.

Examples: from the old school
in beautiful, downtown Chicago
beyond the deep, blue ocean

EXERCISE: Go back to the exercise on prepositions. Underline the prepositional phrase. Remember the first word is the preposition you have circled, and the last word must be a noun or pronoun.

CONJUNCTIONS

Note to the student: In order to recognize conjunctions, you have to be familiar with the basic types. Study these examples of three of the four basic types.

1. and, but, or
2. neither...nor, either...or
3. if, because, although, before

Underline the conjunctions in the joke below. Cover the right side of the page.

Two hunters went out to shoot deer,	
and their friend told them to be	and
careful not to get lost. He told them	
they should shoot in the air three	
times if they got lost, and he would	if, and
come to find them. The two hunters	
did get lost, but their friend didn't	but
find them until three days later. He	
asked them if they had shot three times	if
in the air as he had told them to do.	as
The hunters said, "Yes, we did, but we	but
used all of our arrows."	

Fill in the blanks. Use conjunctions.

Two hunters went out to shoot deer,	
_____their friend told them to be	and
careful not to get lost. He told them	
they should shoot in the air three	
times_____they got lost,_____	if, and
he would come to find them. The two	
hunters did get lost,_____their	but

friend didn't find them
until three days later. He
asked them_____they had if
shot three times in the air
_____he had told them to as
do. The hunters said, "Yes, we did,
_____we used all of our arrows." but

Try to write the joke. Use the cues.

Two...out...deer...friend...careful...lost.

_____

_____

He told...shoot...times...lost...would...them.

_____

_____

The two...lost...friend didn't...until...later.

_____

_____

He asked...shot...air...told...do.

_____

_____

The.....we did...used...arrows."

_____

_____

CONJUNCTIONS (THREE GROUPS)

Conjunctions are words that connect or join words or groups of words. There are three groups of conjunctions.

I. Group One

These conjunctions join words or phrases (groups of words) of equal importance together. They are:

and	for
so	or
but	nor (negative form of or)
yet (same meaning as but)	

Example 1

John AND Mary love studying English.
AND joins "John/Mary." Both words are of equal importance. Together they become the subject of the sentence.

Example 2

Some of the cake OR some of the pie will be left because she made too much food.
OR joins "Some of the cake/some of the pie." They are phrases of equal importance in the sentence.

Example 3

He had the car repaired, YET he couldn't start it.
YET joins two sentences (S + V with S + V) of equal importance.

1. He had the car repaired.
2. He couldn't start it.

Because the conjunction YET connects two complete sentences (S + V with S + V), we put a comma before YET. Whenever one of the conjunctions from this group joins two complete sentences (S + V with S + V), we must put a comma before that conjunction.

II. Group Two

These conjunctions do the same thing as those in Group One. They join together words or phrases of equal importance. However, these conjunctions are used as pairs.

EITHER...OR (makes a choice)
NEITHER...NOR (negative form of EITHER...OR)
BOTH...AND
NOT ONLY...BUT ALSO
RATHER...THAN

Example 1

Either you or I will win the contest.
EITHER...OR join "you/I." Both words are of equal importance to the sentence.

Example 2

We will visit BOTH the city of San Francisco AND the state of Hawaii.
BOTH...AND join the phrases "the city of San Francisco/ the state of Hawaii." Both phrases are of equal importance to the sentence.

Example 3

He NOT ONLY studied the lesson, BUT he ALSO memorized the rules.
NOT ONLY...BUT...ALSO connect two complete sentences (S + V with S + V) of equal importance.

1. He studied the lesson.
2. He memorized the rules.

Because these conjunctions join two complete sentences of equal importance, we must put a comma before BUT.

EXERCISE

Directions: Read each sentence. Underline the conjunctions. Put in a comma if the sentence needs one.

1. The children saw a lion and a bear at the zoo.
2. He didn't have any gloves so he used his bare hands to brush the snow off the car window.
3. Neither my brother nor my sister thinks you're coming.
4. His friend sent both a gift and a card for his birthday.
5. We wanted to buy a house by the lake but the houses were too expensive.

III. Group Three

Conjunctions in Group Three are:

after	before	though	where
although	if	unless	while
as	since	until	than
because	that	when	

(Note: Conjunctions in this group are often used as other parts of speech.)

These conjunctions connect words differently from the conjunctions in Group One and Group Two. We use these conjunctions when we want to add some additional information to the main idea, the main sentence.

Example: John ran under a tree. (main sentence)
We want to add the information--It started raining.
We can say:
John ran under the tree when it started raining.
WHEN is the conjunction.
Because we put the conjunction WHEN before the sentence, "It started raining," we know that the main sentence part (S + V) or main idea is:
John ran under a tree.
We could put the sentences together differently.
We could add the conjunction WHEN to our first sentence:
WHEN John ran under the tree, it started raining.

BUT: In this new sentence, we have changed the meaning a little. Now the main idea or main sentence part (S + V) is: It started raining.
The main sentence part will always be the sentence (S + V) that does not have a Group III conjunction at the beginning. In the sentences below, the main sentence parts are underlined.

Examples: He sat down because he was tired.

They went to work after they had eaten breakfast.

We can't go if there is a snowstorm.

We can also change the order of the sentence parts when we use these conjunctions.

Examples: a. He sat down because he was tired.
b. Because he was tired, he sat down.

The main sentence part in both sentences is he sat down.

Examples:

a. They went to work after they had eaten breakfast.
b. After they had eaten breakfast, they went to work.

The main sentence part in both sentences is they went to work.

a. We can't go if there is a snowstorm.
b. If there is a snowstorm, we can't go.

The main sentence part in both sentences is we can't go.

BUT: When the conjunction and (S + V) begins the sentence, and the main sentence part is at the end, we must put a comma before the main sentence part. That is what we did in the (b) examples above.

EXERCISE

Directions:
Circle the conjunctions in the following sentences. Don't forget Group I and II conjunctions. Underline the main sentence part. Put in a comma if the sentence needs one.

1. The manager works an hour less than the employees work.
2. Since she didn't have a pencil she borrowed my pen.
3. We rode down the road where our cousin lives.
4. The cook prepared the salad and the dessert while the meat was roasting.
5. Although he wanted to meet her he was too shy.
6. Before spring can come winter must end.
7. When I buy new clothes I am both happy and broke.
8. She is very pleased that neither the flower nor the plant died.
9. Because the baker did not have enough flour he didn't bake any bread.
10. The child fell asleep as she was listening to the fairy tale.

SPELLING (HOMONYMS)

HOMONYMS are words that have the same sound but different meanings and different spellings.

Directions: Underline the correct word in the following sentences.

1. Our friend, who had been sick, still looked (pail, pale) when we saw him on Tuesday.

2. The dog took the (piece, peace) of (meat, meet) in (its, it's) mouth and ran (passed, past) us.

3. The (principles, principals) of nature affect our world and each of us who live in it.

4. (There, Their) is a (new, knew) shopping center in the city.

5. Since her green shoes did not match her (blew, blue) dress, she decided to change (there, they're, their) color and (dye, die) them.

6. The language (course, coarse) is easy if (your, you're) a good student.

7. (Whether, Weather) the (new, knew) manager likes it or not, the (to, two, too) owners of the large restaurant are going on a vacation.

8. The first spring (flour, flower) was fully grown (by, buy) May.

9. Yesterday, the man waited with much (patients, patience).

10. The huge lion hungrily (ate, eight) a (hole, whole) (stake, steak).

11. Although he wanted (to, two, too) (meat, meet) her, he was (to, two, too) shy.

12. We (rode, road) down the (rode, road) where (hour, our) cousin lives.

ANSWER KEY

1. pale
2. piece, meat, its, past
3. principles
4. There, new
5. blue, their, dye
6. course, you're
7. Whether, new, two
8. flower, by
9. patience
10. ate, whole, steak
11. to, meet, too
12. rode, road, our

SUFFIXES

Words in English can be broken into parts. The part put on the beginning of a word is called a PREFIX. It adds to or changes the meaning of the word. Not all words have prefixes.

EXAMPLES: rewrite...RE is the prefix. It means <u>again</u>.
rebuild...(write again, build again)
unhappy...UN is the prefix. It means <u>not</u>.
unkind...(not happy, not kind)

The main part of the word is called the BASE or ROOT. All words have a base.

EXAMPLES: unhappily...<u>happy</u> is the base
rewritten...<u>write</u> is the base

The part of the word that can be put on the end is called a SUFFIX. It shows what part of speech the word is. Not all words have suffixes.

Some common suffixes that form NOUNS are:

-STER (gangster)	-SHIP (friendship)	-EE (employee)
-EER (engineer)	-DOM (kingdom)	-ATION (organization)
-ER (teenager)	-(E)RY (slavery)	-MENT (advertisement)
-OR (actor)	-IST (artist)	-ING (building)
-LET (bracelet)	-ISM (communism)	-AGE (drainage)
-ETTE (cigarette)	-ANT (inhabitant)	-NESS (happiness)
-ESS (waitress)	-ENT (superintendent)	-ITY (electricity)
-Y, IE (daddy)	-SION (explosion)	-ANCE (acceptance)
-HOOD (childhood)	-TION (addition	-ENCE (preference)

There are only a few VERB suffixes in English.
-IFY (simplify) -IZE, ISE (finalize) -EN (blacken)

Some common ADJECTIVE suffixes are:

-FUL (useful)	-AL (musical)	-ABLE (readable)
-LESS (helpless)	-IC (comic)	-IBLE (sensible)
-LIKE (childlike)	-IVE (sensitive)	-ED (dark-haired)
-Y (hairy)	-OUS (courteous)	-IVE (responsive)
-ISH (foolish)		-ING (surprising)
-LY (brotherly)		

Some common ADVERB suffixes are:

-LY (slowly) -WARD (backward) -WISE (likewise)

<u>Note</u>: Some suffixes look the same. For example -LY usually makes a word an ADVERB, but sometimes it can make a word an ADJECTIVE. Whenever you are not sure what part of speech a word is, ask yourself, "HOW is it used in the sentence?" Then decide.

SUFFIXES (EXERCISE)

Directions: Read the passage below. Look at the underlined words. Circle the suffix in each word, then identify the part of speech of each underlined word. Write the parts of speech in the blanks at the end of the exercise.

Jim knew all about superstition[1], what is good luck and what is bad luck. He was very helpful[2] and told me about the bad luck when I touched a dead snake's skin.

"Huck," Jim said, "you should realize[3] that touching a dead snake's skin is really[4] bad luck, but it's not as much bad luck as looking at the new moon backward[5] over your left shoulder."

"Oh, really?" I said.

"Yep," said Jim, "that's right. Why, I knew a man, a painter[6], Old Hank Bunker who looked at the new moon backward over his left shoulder and then went around proudly[7] telling everyone he did that. Sure enough in less than two years, he got drunk and fell off a building[8]. Sure enough, he was killed, and they buried him in a wood coffin. And that's an example of a dangerous[9] likelihood[10] that can happen to you if you go looking at the new moon backward over your left shoulder, like a ridiculous fool."

-adapted from The Adventures of Huckleberry Finn

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SUBJECTS

The subject of a sentence is the main noun or pronoun of the sentence.

Examples:	The man smiled.	MAN is the subject.
	The cup broke.	CUP is the subject.
	After washing the car, they ate lunch.	THEY is the subject.

Sometimes the subject can be more than one word.

Examples:	Tony and Jim went to the store.	TONY and JIM=subject
	Hamburgers and hot dogs are my favorite foods.	HAMBURGERS and HOT DOGS= subject

Usually the subject comes before the verb. However, this is not always true in questions.

Examples:	Isn't Mary pretty?	MARY is the subject.
	Has he done his homework?	HE is the subject.

Also, THERE and HERE are never subjects.

Examples:	There is my pencil.	PENCIL is the subject.
	Here comes the parade.	PARADE is the subject.

EXERCISE:

Directions--Read the following sentences. Circle the subjects.

1. He tried to write all the right answers on the test.

2. When their vacation ended, they came home.

3. There is a new shopping center in the city.

4. Fishermen always think they're going to catch many fish.

5. Haven't the dishes been washed?

EXERCISE: Read the exercise on nouns. Circle the subject in each sentence. Then read the exercise on pronouns. Circle the subject in each sentence.

Remember, every sentence in English must have

1) a subject 2) a verb 3) a complete thought

$$\left(\begin{array}{c} S + V \\ \text{in a complete thought} \end{array}\right) \quad \text{SENTENCE}$$

WRITING COMPLETE SENTENCES

Note to the student: Sentences that have relative pronouns (who, whom, which, and that) and the relative adjective whose can be confusing. When you see expressions like the lady who...or the book that...be careful where you end the sentence. The book that I saw is not a complete sentence. We can make a change and have a complete sentence: The book that I saw is green. That I saw is a word group with a subject and a main verb, but it is not a sentence because of the word that.

Cover the right side of the page and decide which of the word groups on the left are sentences. Write C beside those that are complete sentences.

The girl that won the prize.	We have a subject, girl, and a subject-verb word group, that won the prize, but we don't have a verb to go with girl. This is not a complete sentence.
The girl that won the prize is my sister.	In this example there is a main verb, is, and a subject, girl; it is a complete sentence.
I married the girl.	This is a complete sentence because there is a subject, I, and a main verb, married.
Married the girl that won the prize.	Here we have a verb, married, and a direct object, girl. There is no subject, however. There is nobody who did the action, nobody who married the girl.
I married the girl that won the prize.	This is a complete sentence because it has a subject and a main verb, I married; it has another subject-verb group, that won the prize. This word group acts as an adjective which describes the direct object, girl.
The one whose car I bought.	This is not a complete sentence. There is a subject-verb word group whose car I bought, but the word one needs a verb.

COMPLETE SENTENCES (1)

Directions: Cover the right side of the page and find the errors, if any, on the left.

Yesterday I saw a lady who was carrying a baby in the fruitstore.(1) She told the fruit salesman that everybody who saw her baby.(2) Said it was ugly. The man who sold the fruit said he was sorry to hear that.(3) He tried to make her feel better.(4) He said, "Here is a banana that you can give to your monkey." No error(5).

(2) baby said
(The word group everyone who saw her baby needs a main verb, said.)

Fill in the blanks.

Yesterday I saw a lady who was carrying

a baby in the fruitstore_____ . She

told the fruit salesman that everybody who

saw her baby_____it was ugly___ said

_____man who sold the fruit . The

said he was sorry to hear that_____ . He

tried to make her feel better_____ . He

said, "Here is a banana_____ that

you can give to your monkey."

Write C before the complete sentences.

Yesterday I saw a lady who carrying a baby. (C)

Everybody who saw her baby. (This is not a complete sentence. The word who plus a verb is not enough for a statement.)

The man who sold the fruit. (The word who plus a verb will not make a complete sentence.)

Here is a banana that you can give to your monkey. (C)

Complete Sentences (1)

Write the joke. Use the cues.

Yesterday I saw...

_____

She told the fruit salesman...

_____

The man who sold the fruit...

_____

He tried to make her...

_____

He said, "Here is a...

_____

COMPLETE SENTENCES (2)

Note to the student:
A sentence must have a subject and a verb. Be careful not to mistake an ing form for a main verb. Falling is not a main verb. The verb to be plus an ing form can be a main verb. Be careful not to confuse a past participle like broken for a main verb. Broken is not a main verb. Is broken can be a main verb.

Cover the right side of the page and find the errors, if any, on the left.

Tom was in the restaurant when his car was stolen.(1) Running after the thief who had taken the car.(2) He shouted for the police.(3) The next day a friend asked if Tom had caught the thief.(4) Tom said, "No, but I got his license number." No error(5).

(2) car, he
(The ing form, running is not a verb. The thief who had taken the car is not a complete sentence; who and a subject-verb word group can not make a sentence. We need the subject and verb, he shouted.)

Choose the word group that does not make a complete sentence.

1. The falling rain.
2. She was here.
3. I saw it.
4. How are you?
5. No error.

(1) Falling isn't a main verb.

1. Go to school.
2. What happened?
3. After the play they ate.
4. The one in the car is mine.
5. No error.

(5) No error. In the sentence, Go to school, there is a subject. It is the understood subject, you. This type of sentence, the command or request, has an understood subject, you.

1. Is this yours?
2. The wire is loose.
3. Playing football with his friends.
4. Here are the pens.
5. No error.

(3) Playing football needs a subject and verb to be. He is playing football would be a complete sentence.

Complete Sentences (2)

1. The broken window is fixed.
2. Did she walk past the door?
3. What's the dessert?
4. It's raining in Texas.
5. No error.

(5) No error. In the first sentence the subject is the broken window, and the verb is is fixed.

1. What fell?
2. Is this your kind of dessert?
3. That's it.
4. The film seen by millions.
5. No error.

(4) We need a verb to be if we want to have a complete sentence. The film was seen by millions is a complete sentence.

Fill in the blanks.

Tom was in the restaurant when his

car was stolen_____ . Running

after the thief who had stolen the

car_____shouted for the , he

police_____next day . The

a friend asked if Tom had caught

the thief_____said, "No, . Tom

but I got his license number."

Now try to write the joke. Use the cues.

Tom...restaurant...when...car...

_____

Running...thief...car...shouted...police.

_____

_____

next...friend...if...caught...

_____

...said...but...his...number."

_____

COMPLETE SENTENCES (3)

Note to the student: A subject-verb word group can be a complete sentence, but not if words like if, where, why, who, or that come before the subject and verb. The following is a list of words which will not make a complete sentence when they come before a subject followed by a verb.

after	as if
as	as though
before	even though
now that	as...as
once	if
since	although
till	though
until	unless
when	provided that
whenever	providing that
wherever	who
whomever	whom
while	which
as long as	that
as soon as	whose
because	whoever
in order that	what
so that	whether
how	why

Cover the right side of the page and find the error, if any, on the left.

Mrs. Brown, who was on her first airplane flight, asked the flight attendant (1) where the ladies' room was. The attendant told her to go to the front of the airplane. She went too far and entered the cabin (2) where the pilot and officers were. Later, the flight attendant asked her (3) if she had found the ladies' room. Mrs. Brown said, "Yes, I found it, but there were three men in there (4) who were watching television." No error(5).

(5) No error
(In the first sentence, who was on her first airplane flight is not a complete sentence; but Mrs. Brown asked the flight attendant is a subject-verb word group that makes a complete sentence.)

Complete Sentences (3)

Fill in the blanks. Cover the answers on the right.

Mrs. Brown,_____was on her	who
first airplane flight, asked the	
flight attendant_____	where
the ladies' room was. The attendant	
told her to go to the front of the	
airplane_____went too far	. She
and entered the cabin_____	where
the pilot and the officers were_____	.
Later, the flight attendant asked her	
_____she had found the ladies' room____	if .
Mrs. Brown said, "Yes, I found it,	
but there were three men in there	
_____were watching television."	who

Try to write the joke.
Use the cues.

Mrs. Brown...first...flight...flight attendant...ladies' room...

_____

_____

...attendant...her...go...front...airplane.

_____

...far...cabin...pilot...were.

_____

Later...asked...found...room.

_____

...said...found it...were...in there...television."

_____

_____

COMPLETE SENTENCES (4)

Note to the student: A sentence must have two basic parts, a subject and a verb. "We go," is a complete sentence because it has a subject, we, and a verb, go. "Playing football in the park," however, is not a complete sentence. There is no subject, and playing is not really a verb. Playing is a participle, which is actually an adjective when it is used without an auxiliary verb. If the sentence were changed to "We are playing football in the park," there would be no problem because there would be a subject, we, and a verb, are playing.

A subject-verb word group that begins with a conjunction like when or if is not a sentence.

Example: When we flew to the West

Although this word group has a subject and a verb, it is not a complete sentence. Study the following list of word groups. None of these is a sentence.

if it carries the weight
when it carries the weight
after it carries the weight
before it carries the weight
although it carries the weight
since it carries the weight
because it carries the weight
as it carries the weight
unless it carries the weight

A word group beginning with conjunctions like those above (if, when, after, etc.) is not a sentence.

Another type of word group that is not a sentence is the type that begins with one of these words: who, whom, whose, which, and that. Study this list:

the person who stole the money
the person whom we met
the person whose keys were lost
the person that led the team
the thing which blew into the house

Cover the right side of the page, and find the errors, if any, on the left.

1. When we saw the house on Broadway.	When followed by a subject-verb word group is not a sentence.
2. Falling down the steps in the office building.	An ing form alone is not a main verb. Also, there is no subject.
3. The lady in the black dress with the white stripes.	This group of words has a noun, lady, which could be a subject; but there is no verb.
4. We came to the party.	This is a complete sentence. It has a subject, we, and a main verb, came.
5. The broken window of the house near Indian Park.	This group of words has a noun, window, but broken needs a helping verb, maybe is or was, to make it a main verb.
6. Walking into the crowded restaurant with his hands in his pocket.	He is walking. (If there were a subject, he, and a verb, is walking, the sentence would be complete.)
7. She studied.	correct (The two basic parts, the subject and the verb, are here.)
8. The lady you spoke to, the one who has never driven a car before.	She is the lady (A subject and verb, she is, are needed. The adjective clause who has never driven a car before is not a sentence.)
9. We swept the floor. While they swam in the pool.	floor while (A clause beginning with while is not a sentence.)

10. During the summer that President Truman said was very hot.

hot, we flew to Canada. (A clause beginning with the relative pronoun that is not a sentence.)

11. That lady said the summer was very hot.

correct (In this sentence the word that is not a relative pronoun, but an adjective.)

12. A doctor from South America, but not from the same country as I am from.

He is a doctor (There are a subject and verb in the clause beginning with as, but a clause beginning with as is not a sentence.)

PRINCIPAL PARTS OF IRREGULAR VERBS

The following is a list of irregular verbs that should be learned:

Present	Past	Participle
bet		(The past and the participle are the same as the present.)
cost		
cut		
hit		
hurt		
let		
put		
quit		
set		
shut		
spread		
bend	bent	
build	built	
lend	lent	(The participle is the same as the past.)
send	sent	
spend	spent	
bring	brought	(The participle is the same as the past. Note that taught and caught are spelled with the letter a.)
buy	bought	
catch	caught	
fight	fought	
teach	taught	
think	thought	
deal	dealt	
feed	fed	(The participle is the same as the past. Note that some of these forms are spelled with the letters ea.)
feel	felt	
keep	kept	
lead	led	
leave	left	
mean	meant	
meet	met	
read	read	
sleep	slept	
sweep	swept	
dig	dug	
spin	spun	(The participle is the same as the past.)
stick	stuck	
sting	stung	
swing	swung	

Irregular Verbs

Present	Past	Participle
find	found	(The participle is the same as the past.)
grind	ground	
wind	wound	
sell	sold	(The participle is the same as the past.)
tell	told	
lay	laid	
pay	paid	(The participle is the same as the past.)
say	said	
have	had	(The participle is the same as the past.)
make	made	
hear	heard	(The participle is the same as the past.)
hold	held	
lose	lost	
shoot	shot	
slide	slid	
sit	sat	
stand	stood	
understand	understood	
win	won	
become	became	become
come	came	come
run	ran	run
break	broke	broken
choose	chose	chosen
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
wake	woke	woken
bite	bit	bitten
hide	hid	hidden
drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written
shake	shook	shaken
take	took	taken

Irregular Verbs

Present	Past	Participle
blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown
bear	bore	born/borne
swear	swore	sworn
tear	tore	torn
wear	wore	worn
begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
sink	sank	sunk
swim	swam	swum
be	was/were	been
beat	beat	beaten
do	did	done
draw	drew	drawn
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
lie	lay	lain
see	saw	seen

IRREGULAR VERBS (1)

The past form of the verb is used when something happened yesterday, last week, etc., at some exact point in time. The past participle form is used in several different grammatical structures. One of these, which will be studied now, is the present perfect tense. It is used when we talk about a period of time rather than a point in time. "I have been to New York" means that sometime during the period of time from my birth until now, I was in New York. "I went to New York," however, means that I traveled there at some exact point in time. Sometimes the present perfect means that the action is not necessarily finished yet; for example, "I have studied English for two years." Maybe the person will continue to study. When we say, "I studied English two years ago," however, we probably want to show that the studying is finished.

Cover the right side of the page, and find the errors, if any, on the left.

1. I <u>have seen</u> it two years ago.	<u>saw</u> (We don't use the present perfect with <u>ago</u> because <u>ago</u> indicates something that is finished.)
2. They have <u>knew</u> it for several years.	<u>known</u> (When <u>have</u> or <u>has</u> is a helping verb, use the present perfect.)
3. Has she ever <u>drank</u> a bottle of beer?	<u>drunk</u> (Use the present perfect.)
4. Have you <u>broke</u> another glass?	<u>broken</u> (Use the present perfect.)
5. I <u>seen</u> that movie when I lived in the West.	<u>saw</u> (Use the past for a definite point in time.)

IRREGULAR VERBS (2)

Cover the right side of
the page and find the errors,
if any, on the left.

1. He sat (1) down and lay (2) his book down, but he soon saw that he had sat (3) in the wrong seat and laid (4) his book in the flowers. No error. (5)

(2) laid (The past of lay, meaning to put, is laid.)

2. He has never broke (1) the law, but he had seen (2) many crimes and done (3) many things which most people wouldn't dream (4) of. No error. (5)

(1) has never broken (The past participle of break is broken.)

3. By the end of the day he had shook (1) hands and spoken (2) to everybody who came (3) to hear (4) him. No error. (5)

(1) had shaken (The past participle of shake is shaken.)

4. The floor wasn't swept (1), the grass wasn't cut (2), the windows were broken (3), and the house had been tore (4) up. No error (5).

(4) had been torn up
(The past participle of tear is torn.)

IRREGULAR VERBS (3)

Directions: Cover the right side of the page and find the errors, if any, on the left.

Robert: My boss raised(1) my salary last June.
Joe: My boss said a lot of bad things to me. He said I drunk(2) too much whiskey and often lied(3).
Robert: That's too bad.
Joe: Then he said something else, and I don't think I'll work for him because of that.
Robert: What else did he say?
Joe: He told(4) me I was fired.
No error(5).

(2) drank (The past of drink is drank.)

Robert: My boss raised(1) my salary last June.
Joe: My boss said a lot of bad things to me. He said I lay(2) down to rest too much and I set(3) down in my chair too much.
Robert: That's too bad.
Joe: Then he said something else that made me decide I would quit(4).
Robert: What else did he say?
Joe: He told me I was fired.
No error(5).

(3) sat (The past of sit is sat.)

Fill in the blanks. Cover the right side.

My boss_____my salary. — raised

He said I_____too much whiskey. — drank

He said I often_____ (told lies). — lied

He said I_____down to rest too much. — lay

He said I_____down in my chair too much. — sat

Try to write the joke. Use the cues.

Robert: My boss...salary...

Joe: My boss said...to me.

_____

He said I...whiskey and often...

_____

_____

Robert: That's...

_____

Joe: Then he said something else, and I don't think...

_____

Robert: What else did he say?

Joe: He told...

_____

The forms of the irregular verbs must be learned because they are used very often when something happened yesterday, last week, etc. at some point in time. The past participle form is used in several different grammatical structures. One of these, which will be studied now, is the present perfect tense. It is used when we talk about a period of time rather than a point in time. "I have been to New York," however, means that I traveled there at some exact point in time. Sometimes the present perfect means that the action is not necessarily finished yet, for example, "I have studied English for two years." Maybe the person will continue to study. When we say, "I studied English two years ago," however, we probably want to show that the studying is finished.

Cover the right side of the page and find the errors, if any, on the left.

1. I have seen it two years ago.

saw (We don't use the present perfect with ago because ago indicates something that is finished.)

2. They have <u>knew</u> it for several years.	<u>known</u> (When <u>have</u> or <u>has</u> is a helping verb, use the present perfect.)
3. Has she ever <u>drank</u> a bottle of beer?	<u>drunk</u> (Use the present perfect.)
4. Have you <u>broke</u> another glass?	<u>broken</u> (Use the present perfect.)
5. I <u>seen</u> that movie when I lived in the West.	<u>saw</u> (Use the past for a definite point in time.)

ACTION VERBS (1)

Examples: jump, run, shout, smile

Directions: Underline the action verbs in the following sentences.

1. The plane landed at O'Hare Airport.
2. He read Hamlet and wrote a paper about it for his English class.
3. When we saw lightning hit a tree on Maple Road, we ran.
4. They helped Grandfather after they had finished work Friday.
5. Since she had traveled around the world, she knew much about French, Italian, Malaysian, and Chinese cooking.
6. After the huge Thanksgiving Day dinner, Sam slept, George promised to go on a diet tomorrow, and Dan took some pills for his stomach.
7. The paper said that Advanced Geometry 205 will begin in May.
8. The student liked math, but usually he did not study.
9. When he was visiting his grandfather, he often played chess.
10. The President of the U. S. spoke to the reporters and promised that he would lower the taxes.

ACTION VERBS (2)

Note to the student: Action verbs show what somebody or something is doing. You can usually identify an action verb by putting it in the blank in either of these sentences:

He is_____ing. It_____s.

Example: work

He is working. It works.

Now we know that the word work is an action verb. It can be put in either of the two blanks above. The word may be a noun also, but in these examples it is a verb. You may have to take the ed or d off the end of the word if you have a past tense verb.

Example: walked

He is walking. It walks.

Now we know that the word walk can be a verb. There are some irregular verbs in English, and these will not use the letters ed in the past form. The forms of these verbs will have to be learned one by one.

Remember that the words am, is, are, be, was, were, and been are not action verbs when they are alone. They are forms of the verb to be. If they are used together with an action verb, they are called auxiliary verbs.

Example: He is a student.
Here the verb is is a verb to be.
You are walking.
Here the verb are is an auxiliary verb that goes together with the action verb walking.

Action Verbs (2)

Underline the action verbs in the sentences below. Cover the right side of the page.

A little girl walked into a room where an artist was painting. He was painting a picture of a model who was not wearing any clothes. Someone quickly carried the little girl out of the room. The little girl was very angry. She shouted, "My mother never lets me walk around the house without shoes!"

walked (If you take the letters ed off the word and put the word into the blank you will have this result: He is walking. This verb test will help you identify verbs.)

was painting (The word was is an auxiliary verb, and the word painting is an action verb.)

was not wearing (This is the negative form of the action verb.)

LINKING VERBS (1)

Note to the student: Linking verbs are different from action verbs. Linking verbs join, or link, two words that refer to (talk about) the same word.

Example: Jan is tall.

The word tall and the word Jan refer to the same person, Jan. An action verb, however, is different. It shows that some action is done to somebody or something that is different from the one doing the action.

Example: The firemen broke the window.

In this sentence the word firemen and the word window do not talk about the same person or thing. Broke is an action verb.

Linking verbs include all the forms of the verb to be, the sense verbs, and a few others. Study this list.

LINKING VERBS

TO BE	SENSE VERBS	OTHERS
is	look	become
am	feel	get
are	taste	seem
was	smell	appear
were	sound	grow
been		
be		

Underline the linking verbs in the joke below. Cover the right side.

Sam:	How high is this airplane?	is
Tom:	It is very high. The pilot said it was higher than five thousand feet.	is was
Sam:	It doesn't seem that high. How wide is it?	seem is

Fill in the blanks with linking verbs.

Sam:	How high_____this airplane?	is
Tom:	It_____very high. The pilot said it_____higher than five thousand feet.	is was
Sam:	It doesn't_____that high. How wide_____it?	seem is

Try to write the joke. Use the cues below.

Sam: How...airplane?

_____

Tom: It...high. The pilot...higher...feet.

_____

_____

Sam: It...that high. How...it?

_____

LINKING VERBS (2)

Examples: is, was, were, seems

Directions: Underline the linking verbs in the following sentences.

1. The Little House on the Prairie is both a book and a television show.
2. Xerox has been one of the largest companies in the U. S. and probably will continue to be so.
3. The students who go to Harper College are very smart.
4. When he answered the telephone, he said, "I am Professor Robbins."
5. She seems happiest on Saturday because she isn't working.
6. After running down Main Street, Mr. Bailey became very tired.
7. We decided that French perfume smells wonderful.
8. When Ben tasted the soup he said, "This soup tastes delicious!"
9. The house on Burns Avenue is old, but many people think it is very beautiful.
10. They felt very pleased when they won the lottery.

LINKING VERBS (SENSORY)

Some verbs can be action verbs or linking verbs.

These verbs are those words that tell about the senses.

Their meanings can be action or just linking (the sign =).

Examples: 1. John tastes the soup.

2. The soup tastes good.

In both sentences, tastes is the verb. In the first sentence, John (the subject) is doing an action. He is tasting the soup. "Tastes" is an action verb. But in the second sentence, the soup (the subject) is not doing anything. "Tastes" has the same meaning as an equal sign. The soup=good, and "tastes" is a linking verb.

Directions: Look at the following sentences. Decide which has an action verb and which has a linking verb.

1. We felt the cold wind of January.
2. We felt cheerful in spring.
3. That dinner smelled wonderful.
4. He smelled the smoke from the fire.
5. The silk dress looked beautiful on the young girl.
6. Slowly, we looked around the room for the lost book.

Directions: Complete the sentences by adding an appropriate verb to the blanks. Indicate whether you have used a LV or ACTION V.

1. I often_____very hard.
2. A good friend_____important in life.
3. Flowers in spring_____quite beautiful.
4. Usually, I_____winter.
5. The animal in the cage at the zoo_____, and I_____.

VERBS (TENSES)

Directions: Cover the right side of the page, and fill in the blanks with the correct verb form.

1. What were you doing at 2:00 yesterday? I_____(eat) _____lunch.

   was eating (Use the past continuous to show something was happening at a certain time.)

2. He_____(put) the "closed" sign in the window when I got to the shop.

   had put (Use the past perfect to show that one past action happened before another past action.)

3. Look! Those people_____ _____(fight). Let's see what the problem is.

   are fighting (Use the present continuous to show that something is happening now.)

4. Tomorrow neither of the senators _____(hear) the speaker.

   will hear or is going to hear (Use the future for things that are going to happen tomorrow.)

5. Yesterday we_____(sit) on the porch and_____(swing) in the swing.

   sat and swung (Use the past to show action that is finished at a definite point in time.)

6. Each of the firemen usually _____(lie)down and rests at one o'clock.

   lies (Use the present tense to show habitual action.)

7. For three centuries this family_____(hold) a party on Christmas Eve.

   has held (Use the present perfect to show action that has happened over a period of time.)

8. By this time tomorrow we already _____ _____ man and wife. (become)

   will have become (Use the future perfect to show action that will be finished in the future.)

9. The sun always _____ (rise) before I get up.

   rises (Use the present tense when something happens habitually, always, never, etc.)

10. I don't think the telephone _____ (ring) yet today.

    has rung (Use the present perfect to show an action happening, or not happening, over a period of time.)

VERBS (PRESENT PERFECT TENSE)

Note to the student: The present perfect is formed by adding have or has to the past participle form of the verb. In general, the present perfect is less definite than the past. The present perfect refers to a period of time, whereas the past refers to a point in time. The present perfect refers to some situation that may not be finished, and the past refers to a situation that is finished.

There are some words that we usually use with the present perfect. Study this list:

ever	for	yet
never	just	until now
since	already	

Fill in the blanks. Use words from the list above. Cover the right side of the page.

1. We have been in the U. S._____ three years.	for
2. We worked fast. We have_____ finished the job.	already
3. Has Aunt Jane sung her song_____?	yet
4. _____1950, he has thrown the football a thousand times.	Since
5. Your uncle has_____lied about his age yet.	never
6. Has Father O'Day_____ lied about his age?	ever
7. I have_____begun my new job; therefore, I don't know much about it.	just
8. _____now, there have been three tornadoes.	Until
9. Have you bought your new car_____?	yet
10. Maria has studied English_____two years.	for

VERBS (PRESENT PERFECT AND PAST)

Note to the student: Remember that the past tense is used when something is finished and done at a definite point in time. The present perfect is used when something happened within a period of time. The things that happened may not be finished, and the time is not definite.

Examples:

past: I came here in 1971.
present perfect: I have lived here for ten years.

Read the joke and decide whether the underlined verbs are past tense or present perfect tense. Cover the right side of the page.

An immigrant came to America in 1940.	past
He started a business and made a lot of	past, past
money. Then he sent his son to college	past
to study accounting. His son came	past
home from college and started to work	past
in the family business.	
Son: Dad, you have had this business for	present perfect
forty years, and you have always used	present perfect
a cigar box to keep your receipts in.	
How have you kept a record of your	present perfect
profits for all those years?	
Father: Son, when I came to America, I	past
had only a shirt and a pair of pants.	past
I have bought a home, a car, and a	present perfect
store since then. If I want to know	
my profits, I add up all these things,	
and subtract one pair of pants and one shirt.	

Fill in the blanks with the past or the present perfect form of the verb.

An immigrant_____to America	came
in 1940. He_____a business	started
and_____a lot of money.	made
Then he_____his son to college	sent
to study accounting. His son_____	came
home from college and_____	started
to work in the family business.	
Son: Dad, you_____this business	have had
for forty years, and you_____	have always used
_____a cigar box	
to keep your receipts in. How	
_____	have you kept
a record of your profits for all	
those years?	
Father: Son, when I_____	came
to America, I_____	had
only a shirt and a pair of pants.	
I_____	have bought
a home, a car, and a store since then.	
If I want to know my profits, I add	
up all these things, and then I sub-	
tract one pair of pants and one shirt.	

Try to write the joke. Use the cues.

An immigrant...in 1940.

_____

He...business...money.

_____

Then he...college...accounting.

_____

His son...college and...work...business.

_____

_____

Son: Dad, you...business...forty...you...cigar box...receipts in.

_____

_____

How...record of...all...years?

_____

_____

Father: Son, when...America, I...pants.

_____

_____

I...home, a car, and...then.

_____

If I want to know...add...then...pants...shirt.

_____

_____

VERBS (PAST AND PAST PERFECT)

Note to the student: The past perfect (had plus the past participle) is used when there are two things that happened in the past, but one of those things happened before the other. In the following example the past perfect is necessary to show which action happened first.

Example: John had shot at Bill when Bill shot him.

If the past perfect (had shot) is changed to the past (shot), it would not be clear who shot his gun first. The past perfect verb makes it clear that John shot first, and Bill shot second.

Cover the right side of the page, and find the errors, if any, on the left side.

1. Jane has left before we rode to her house.	had left (The past perfect is formed by had plus the past participle.)
2. We had caught the fish before the boat sank.	correct
3. My uncle had wore that suit before.	had worn (The past participle of wear is worn.)
4. They cheated. They started running when the judge shot the gun to begin the race.	had started (If they cheated, they ran before the gun had been shot.)
5. The children had broke the window before I got home.	had broken (The past participle of break is broken.)

VERBS (PAST PERFECT)

Note to the student: The past participle form of the verb is used with the helping verb had in the past perfect tense. The past perfect is used when two things happened in the past, but we want to show that one thing happened before the other. In the sentence, "I had turned when the light changed to red," the past perfect "had turned" is necessary to show which action happened first. Suppose we wrote, "I turned when the light turned to red." In this sentence we don't know which action happened first. In the following exercise, try to see if the past perfect is used correctly.

Cover the right side of the page and find the errors, if any, on the left.

1. The doctor had never came to this house before.	come (The past participle, the third of the three forms come, came, and come, is needed.)
2. When I had finished the tests, I hand it to John and her.	handed (Use the past and the past perfect to show two actions in the past, one happening before the other.)
3. Before she left the house, she had put out all the lights.	correct
4. They told us that they had swam across Lake Michigan.	swum (The three forms of swim are swim, swam, and swum.)
5. I jumped in the water before I had began to swim.	I had jumped in the water before I began to swim. (Use had with the first thing that happened, not the second.)

VERBS (MODAL PERFECT)

Note to the student:

Some of the biggest problems with modals are found in the modal perfect forms. The modal perfect is formed by a modal plus <u>have</u> plus the past participles. Study these examples:

1. They <u>should have studied</u>.

2. They <u>could have studied</u>.

3. They <u>would have studied</u>.

4. They <u>may have studied</u>.

5. They <u>might have studied</u>.

6. They <u>must have studied</u>.

In the first example the meaning is that they did not study, but they were supposed to. Maybe they failed a test and were sorry that they hadn't studied. The second example, "They could have studied," means that they were able to study, but they didn't. "They would have studied" means that they planned to study, but something stopped them from doing it. "They may have studied," and "They might have studied," both mean that it is not certain whether they studied or not. "They must have studied" means that there is some sign that makes people think that they probably studied. There is some reason to believe that they studied, but people are not completely sure.

Cover the right side of the page, and find the errors, if any, on the left.

1. I should study for the test because I failed it.

<u>should have studied</u> (I didn't study and I failed; therefore, I feel bad that I didn't study.)

2. The Senate would have a holiday, but there was some important business to be done; therefore, they worked.

   would have had (For the modal perfect, use the modal plus the past participle.)

3. Yes, Mother, you sent the airline tickets. I could go to Paris, but I didn't want to go.

   I could have gone (I was able to go, but I didn't want to go.)

4. She must play tennis yesterday. Her tennis dress is dirty.

   must have played (Must can be used for present or future, but not for past time.)

5. She must have played tennis. She looks hot, and she is holding a tennis racquet.

   correct

6. The bus is one hour late. It may run out of gas or it may had an accident.

   It may have run out of gas or it may have had...(The modal perfect is may have plus the past participle.)

7. You should think about that before you joined the Army.

   should have thought (The modal perfect is should have plus the past participle.)

8. If you had not put on the brakes suddenly, I would not hit you from behind.

   would not have hit (The modal perfect is would have plus the past participle.)

9. You came in from the rain, and your hair was wet. You must forget your umbrella.

   must have forgotten (The modal perfect is must have forgotten.)

10. You shouldn't buy that car last year. You should waited until this year.

    shouldn't have bought
    should have waited

Fill in the blanks. Use modal perfect forms (could have, should have, would have, might have, must have).

1. I _____ (go) to Paris; I had the time and money, but I didn't want to go.

   could have gone

2. She is holding a tennis racquet. She looks hot. She _____ (play) tennis. — must have played

3. The bus is one hour late. It _____ (run) out of gas. — might have run

4. You should have waited. You _____ (not) _____ (buy) that car last year. This year's model is better. — should (not) have bought

5. If you had not put on the brakes suddenly, I _____ (not) _____ (hit) you from behind. — would (not) have hit

6. You came in from the rain. Your hair was wet. You _____ (forget) your umbrella. — must have forgotten

7. You _____ (think) about that before you joined the Army. — should have thought

Write sentences. Use the cues.

1. Write a sentence about the bus that is one hour late.
   It...run...gas.

   _____

2. Write a sentence about the man who came in from the rain.
   He...forgotten...umbrella.

   _____

3. Write what was said by the driver of the car that hit another car from behind.
   If...not...brakes suddenly...not...hit...behind.

   _____

4. Write a sentence about the man who had tickets but didn't go to Paris.
He...gone...didn't...to go.

_____

_____

5. Write a sentence about the girl who looks hot and is holding a tennis racquet.
She...played...

_____

_____

6. Write a sentence about the man who joined the Army but later was sorry he did.
He...thought...before...joined.

_____

_____

7. Write what you said to the person who didn't wait to buy a car.
You...not...bought...last year. You...waited...this year.

_____

_____

VERBS (MODALS: MUST AND HAVE TO)

Note to the student: Study these examples.

I must leave. = I have to leave.
I must not leave. = It is forbidden for me to leave.
I don't have to leave. = It is not necessary for me to leave.
He must have left. = I think he has left.

The modal auxiliary must is different from the other modals. "I must leave" has the same meaning as "I have to leave." However, "I must not leave" does not have the same meaning as "I don't have to leave." In the affirmative, must and have to can have the same meaning; but in the negative, the two modals have different meanings. Also, in the past, there is no form of must. The way to change "I must leave" to the past is by saying "I had to leave." There is also the modal perfect form, "He must have left." This sentence means that there is some sign or reason which indicates he has left, so we think he has left.

Fill in the blanks. Choose from these words: must not, don't have to, had to, must have.

Cover the right side of the page.

1. We promised our parents we would be home early. It's late now. Therefore, we _____ _____ stay at the party any longer.

must not (In this sentence we need to show that it would be bad for us to stay longer.)

2. Yesterday, Susan _____ work.

had to (In this sentence, we need the past of must, which is had to.)

3. You don't need a new car because you already have one. You_____ _____buy another one. You may buy it, but it's not necessary.

   don't have to (Here we mean that it is not necessary to buy another car.)

4. The grass is wet, and the streets are wet. It_____ rained.

   must have (Here we have signs that it rained. We can assume that it rained.)

5. That is a very valuable glass. You_____ drop it.

   must not (Here we want to show that it would be bad to drop the glass.)

6. I'm sorry I couldn't be at your party. I_____ _____take my child to the hospital.

   had to (In this sentence we need the past of must.)

7. You can work overtime if you want to, but you_____ _____.

   don't have to (Here we want to show that it isn't necessary to work overtime.)

8. He's lying on the floor. He _____been shot because another man is holding a smoking gun.

   must have (In this sentence it is assumed that the person was shot.)

Practice with modals. Write the sentences and use the cues.

1. Write a sentence telling what must not be done in a "No Smoking" area.
   You...smoke..."No Smoking"...area.

   _____

   _____

2. Write a sentence telling that it isn't necessary to buy three televisions.
You...to buy...televisions.

_____

_____

3. Write a sentence telling what probably happened to the dead man lying on the floor while another man was holding a smoking gun.
He...been shot.

_____

4. Write a sentence about the lady who had a sick child and decided that it was necessary to take the child to the hospital.
She...go...hospital.

_____

5. Write a sentence about a place where the grass and streets are wet and people are carrying umbrellas that they have closed.
It...rained.

_____

VERBS (CONDITIONALS)

Note to the student: There are three basic conditional sentences:

1. If I go, I will see it.
2. If I went, I would see it.
3. If I had gone, I would have seen it.

The first of these three is a future condition. It is used simply to say that something will happen in the future if something else happens. The second type of conditional sentence is called an unreal condition in the present. It is used when something is supposed or imagined, as in the example, "If I had a million dollars, I would buy a car." Having a million dollars may or may not be possible. The third type of conditional sentence is called a past unreal condition. Something did not happen, but we are asking about the results if that thing had happened. In the example, "I would have grown a beard if I had been a man," it is impossible to grow a beard. The person was not a man; therefore, there was no possibility of growing a beard.

Study the examples again, and note the underlined words.

1. If I go, I will see it.
2. If I went, I would see it.
3. If I had gone, I would have seen it.

For a future condition, use the present tense and will. For the second type, use the past tense and would. For the third type, use the past perfect tense and would have.

There are other forms used in conditional sentences, for example, "If I went, I could see it." The three types in the examples above, however, are the most important to learn.

Cover the right side of the page, and find the errors, if any, on the left.

1. Peg would go if she has the money. — had (In this condition, the second type, Peg is imagining or supposing something. Use the past tense.)

2. My cousin will come if he <u>can</u>.	correct (For a future condition, the first type, use <u>will</u> and the present tense.)
3. What would you do if you <u>have</u> a million dollars?	<u>had</u> (In this condition, the second type, use the past tense to express the idea of supposing or imagining.)
4. Bill wouldn't have been late if his car <u>had not broke down</u>.	<u>had not broken down</u> (In this condition, the third type, use the past perfect form, which is <u>had broken down</u>.)
5. I wouldn't do that if I <u>were</u> you.	correct (<u>Were</u>, not <u>was</u>, is used in the second type of condition to express the idea of supposing or imagining.)
6. Will you go if we <u>paid</u> for the ticket?	<u>pay</u> (Use the present tense and <u>will</u> for the future condition, the first type.)
7. If the old lady <u>didn't go</u> across the street, the accident wouldn't have taken place.	<u>hadn't gone</u> (Use the past perfect and <u>would have</u> plus the past participle for the third type of condition, the past unreal condition.)
8. If the old lady hadn't gone across the street, the accident <u>wouldn't take place</u>.	<u>wouldn't have taken place</u> (Use the past perfect with <u>would have</u> plus the past participle for the third type of condition, the past unreal condition.)
9. If it <u>will rain</u> tomorrow, we will not go on the picnic.	<u>rains</u> (In this type of condition, use the present tense after "If." <u>Will</u> is not usually used in both clauses.)
10. What <u>would you have done</u> if the horse had not won?	correct

VERBS (CONDITIONAL SENTENCES)

Note to the student: Remember that there are three basic conditional sentences in English. The future condition is the one you probably use the most: If I go, I will see my friend. The second type of condition is unreal and is used when we suppose or imagine something: If I went, I would see my friend. The third type, the past unreal condition, is used when something did not happen: If I had gone, I would have seen my friend.

Cover the right side of the page, and find the error, if any, on the left.

Grandmother: Grandfather, your manners are getting better.
Grandfather: Why do you say that?
Grandmother: In the past you never put(1) your hand in front of your mouth when you sneezed(2).
Grandfather: If I didn't put(3) my hand in front of my mouth, my teeth would fall(4) out. No error(5).

(5) No error.

Fill in the blanks.

If I_____ _____ didn't put

my hand in front of my mouth, my

teeth_____ _____out. would fall

If my parents_____me gave

a thousand dollars, I_____ would buy

_____a new car.

If I_____a man, I_____ were...would grow

_____a beard.

Now try to write the joke. Use the cues below.

Grandmother: Grandfather, your manners...better.

_____

_____

Grandfather: Why...that?

_____

Grandmother: In the past you never...hand...mouth...sneezed.

_____

_____

Grandfather: If I....hand...mouth...teeth...out.

_____

_____

VERBS (PASSIVE VOICE)

Note to the student: Sometimes when we write or speak, we don't want to use a person's name because we want to emphasize what was done, not who did it.

Example: The money was taken.

Maybe the person who took the money is not known. Maybe we know who it is, but we don't want to name the person. In this situation, we can use the passive voice. Instead of saying, "Mary took the money," we can say, "The money was taken."

In this type of sentence we use a form of the verb to be (is, am, are, was, were, be, been) plus the past participle of the verb (the third form of take, took, taken is the past participle, taken.)

Example: The money was taken.
verb to be: was — past participle: taken

Cover the right side of the page, and find the errors, if any, on the left.

1. The table was setted, and we were ready to eat.	set (The three forms of set are set, set, and set.)
2. The food was lain on the table.	laid (The three forms of lay are lay, laid, and laid. Lay means put.)
3. Many vegetables were growed on that farm.	grown (The three forms of grow are grow, grew, and grown.)
4. He felt that he would never be forgave.	forgiven (The three forms of forgive are forgive, forgave, and forgiven.)
5. The winners will be flew to New York.	flown (The three forms of fly are fly, flew, and flown.)

6. The money has been stolen.	correct
7. She was chose to be the class leader.	chosen (The three forms of choose are choose, chose, and chosen.)
8. His name is well-known around here.	correct
9. Has the bell been rang yet?	rung (The three forms of ring are ring, rang, and rung.)
10. The judge said that the man had to be swore in.	sworn (The three forms of swear are swear, swore, and sworn.)

AGREEMENT OF SUBJECT AND VERB (1)

Note to the student: Remember that the verb depends on the subject. Don't be tricked by a prepositional phrase between the subject and the verb.

Example: Each of the girls was married.

Each is the subject, and it is singular. We need a singular verb, was. The prepositional phrase, of the girls, does not change the verb.

Directions: Cover the right side of the page and find the mistake on the left.

There were(1) some students walking to school. One of the boys was(2) always looking down as he walked. One of the girls was(3) walking beside him. She asked him why he always looked down while he walked. He answered, "I used to live on a farm where there were many cows. If you walked across a field where a group of cows were standing(4), you would learn to look down too." No error(5).

(4) was standing (The subject of this verb is group, a singular noun. The prepositional phrase, of cows, does not change the subject.)

Directions: Fill in the blanks. Cover the joke above so that you can't see the answers.

There_____some students were

walking to school. One of the boys

_____always looking down was

as he walked. One of the girls

_____walking beside him. was

She asked him why he always

looked down while he walked. He

answered, "I used to live on a farm

where there _____many cows. were

If you walked across a field

where a group of cows_____ was

standing, you would learn

to look down too."

Directions: If you made any mistakes, repeat the exercise above until you can fill in all the blanks correctly without looking at the answers. When you finish, do the exercise below. On another piece of paper, try to write the joke by looking at the words below.

students walking to school...

always looking down as he walked...

One of the girls...

She asked him why he always...

He answered, "I used to live on a farm...

If you walked across a field where..."

AGREEMENT OF SUBJECT AND VERB (2)

Note to the student: Words like each, either, neither, anyone, everybody, someone, nobody, and no one are singular. Use a singular verb with them. Remember that the letter s means plural, usually, with a noun, but it means singular when it is added to the present tense verb.

A lady carrying her baby was crying as she talked to the fruit salesman.

Lady: Everybody says(1) my children are ugly.

Fruit salesman: Doesn't(2) anybody think they are beautiful?

Lady: No. Nobody thinks(3) they are. I don't know anybody who think(4) they are.

Fruit salesman: I wish I could make you feel better. Maybe I could give you a banana for your monkey. No error(5).

(4) Anybody who thinks (Since anybody is singular, use the singular verb, thinks.)

Fill in the blanks. Cover the answers.

Everybody_____my children are ugly. thinks

_____anybody think they are beautiful? Doesn't

Nobody_____they are. thinks

I don't know anybody who_____ they are. thinks

Try to write the joke. Use the cues below.

A lady carrying...crying as...fruit salesman.

_____

_____

Lady: Everybody...children...ugly.

_____

Fruit salesman: ...anybody...beautiful?

_____

No. Nobody...they are. I don't know anybody who...they...

_____

_____

I wish...make you...better. Maybe I could...monkey.

_____

_____

PRONOUNS (1)

Note to the student: Most personal pronouns in English are different in the subject and object forms.

Examples:

Subject	Verb	Object
I	see	him.
He	sees	her.
She	sees	us.
We	see	them.
They	see	you.
You	see	it.
It	sees	me.

The subject form is used either as a subject or as a complement (with the verb to be).

Examples:

Subject	Verb	Object
I	study	English.

Subject	Verb	Complement
It	is	I.

The object form is used in three situations: direct object, indirect object, and object of a preposition.

Examples:

Subject	Verb	Direct Object
I	see	him.

Subject	Verb	Object of a Preposition
I	walked	to her.

Subject	Verb	Indirect Object	Direct Object
I	gave	her	a book.

Indirect objects are used with verbs like give (me), tell (me), hand (me), sell (me), and buy (me).

Cover the right side of the page, and find the errors, if any, on the left.

Pronouns (1)

1. It is me that did it.	It is I. (Because of the verb to be, we need the subject form, I.)
2. Us boys went to the store and bought some knives.	We boys (The subject form, we, is needed because We boys is the subject of the sentence.)
3. The prize was given to we girls.	us girls (The preposition to requires the object form, us.)
4. Many of we wives have taken the boat trip.	us wives (The preposition of requires the object form, us.)
5. The firemen have swept up the broken pieces of wood and given us permission to go inside.	correct (Us is the indirect object.)

PRONOUNS (2)

A PRONOUN is a word that takes the place of a noun.

Examples: We, his, each, them, I

Directions: Underline the pronouns in the following sentences:

1. She put away the glasses very carefully because she did not want to break them.
2. The driver stepped on the brake, stopping his car when he came to the stop sign.
3. Everyone in the house wondered who had eaten the last two doughnuts.
4. John said that he would like to visit her too.
5. Yesterday I fell over a pail of water that someone had left in the hall.
6. Our friend, who had been sick, still looked bad when we saw him on Tuesday.
7. The dog took the piece of meat in its mouth and ran past us.
8. We have passed many years in peace.
9. The student whom the principal had called into his office was late.
10. Who gave it to us?

PRONOUNS (3)

Directions: Read the following sentences. Change the underlined word or words to a pronoun.

Example: A large gorilla is standing behind you.

It is standing behind you.

1. The Hawaiian Islands are very popular in the summer.

2. Mr. Jones gave Dr. Williams the book for Christmas.

3. Mary and I helped Mother bake a chocolate cake with strawberry frosting.

4. The Board of Education makes decisions about the schools.

5. An old man sat on a bench in the park, feeding the birds.

PRONOUNS (4)

Note to the student: Pronouns are words that we use to replace nouns.

Example: The doctor took the pen, but he didn't use it.

In English we do not write this:

The doctor took the pen, but the doctor didn't use the pen.

We don't like to repeat the words doctor and pen. We use the pronouns he and it to replace the nouns doctor and pen.

There are seven different types of pronouns. Some examples of each type are listed below. The underlined words are pronouns.

1. this, these
2. Who did it? What happened?
3. The doctor who is sick is from France.
   The thing which is important is his strength.
4. he, she, it
5. somebody, nothing
6. He killed himself.
7. They, themselves, did it.

Read the joke below and underline the pronouns. Cover the right side of the page.

Airlines agent:	Hello. Pan World Airways. May I help you?	I you
Customer:	Yes. Can somebody tell me how long the flight from New York to London takes?	somebody me
Airlines agent:	Just a minute.	
Customer:	Good. I have to be there soon. Good-bye.	I

Fill in the blanks:

Airlines agent:	Hello. Pan World Airways. May____ help_____?	I you
Customer:	Yes. Can_____tell _____how long the flight from New York to London takes?	somebody me
Airlines agent:	Just a minute.	
Customer:	Good. _____have to be there soon. Good-bye.	I

Now try to write the joke from the cues.

Hello. Pan...Airways. May...?

_____

Yes. Can...how long...New York...?

_____

Just...

_____

Good. ...soon. Good-bye.

_____

SUBJECT AND OBJECT FORMS OF PRONOUNS (1)

Cover the right side of the page
and find the errors, if any, on the left.

1. The one who (1) spoke to him (2) at the
   station is talking to you (3) and I (4).
   No error (5).

(4) me (The object form, me, is used because of the preposition.)

2. My wife and myself (1) visited John,
   who (2) was her (3) boss and now is mine (4).
   No error (5).

(1) I (Use I as the subject of the sentence.)

3. If you (1) and she (2) go with them (3), pick
   me (4) up on the way. No error (5).

(5) No error.

4. Give me (1) and her (2) the tickets, and
   we will take them (3) with us (4) to
   Chicago. No error (5).

(5) No error.

5. They (1) have a T.V. bigger than ours (2),
   but they (3) always come to our house
   and watch T.V. with Tom and I (4).
   No error (5).

(4) me (Use the object form, me, because of the preposition with.)

SUBJECT AND OBJECT FORMS OF PRONOUNS (2)

Cover the right side of the page, and find the errors, if any, on the left.

A rich man had two servants, John and Sam, who went to meetings of the Communist Party every week. After a few years, the rich man noticed that the two had stopped going to the meetings. The rich man asked John why he(1) and Sam had stopped going.

Rich man: My wife and I(2) have noticed that you and Sam have stopped going to the Communist meetings.

John: One of the Communist Party members told Sam and I(3) that all the money in the world would be divided so that each Communist would get two hundred dollars a week.

Rich man: So?

John: Sam and I(4) earn more than that each week. No error (5).

(3) Sam and me
(The verb of the sentence is told. The object is Sam and me. Don't say He told I. Say He told me.)

Fill in the blanks. Cover the answers on the right.

1. The rich man asked John why_____ and Sam had stopped going.

   he and Sam are subjects of the verb had stopped.

2. My wife and_____have noticed that you and Sam have stopped going to the meetings.

   My wife and I are subjects of the verb have stopped.

3. One of the Communist Party members told Sam and_____that all the money in the world would someday be divided.

   Sam and me are the indirect objects of the verb told.

4. Sam and_____are now earning more than that.

   Sam and I are the subjects of the verb are earning.

Do the above exercise again and give the reason for your answer.

Now try to write the joke by looking at the cues below.

A rich man...servants...John and Sam, who...meetings...Party...

_____

_____

Subject and Object Forms
of Pronouns (2)

After a few...noticed...the two...going...

_____

_____

The...asked John why...stopped going.

_____

_____

Rich man: My wife and...noticed that...have stopped...Communist meetings.

_____

_____

John: One of...Party members told...that all the...would be divided so that...get two...week.

_____

_____

_____

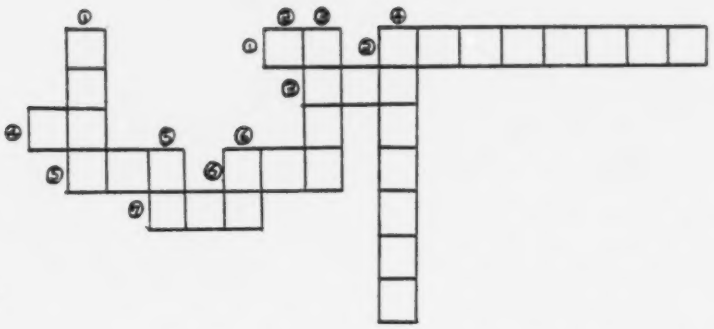
Rich man: So?

John: Sam and...than that...week.

_____

PERSONAL PRONOUNS

CROSSWORD PUZZLE



ACROSS

1. He, she,_____.
2. Kind of pronoun.
3. Object form of she.
4. Subject form of us.
5. I,_____, he, she, it.
6. Object form of he.
7. Subject form of her.

DOWN

1. Subject form of them.
2. Subject form of me.
3. Object form of they.
4. Personal_____.
5. Object form of we.
6. Subject form of him.

ADJECTIVES (1)

Note to the student: An adjective is a word that describes or tells about a person or thing. An adjective usually answers the question, "Which one?"

Example:

Which toy was here? The big one was here.

The word big is an adjective.

Another way to find out if a word may be an adjective is to see if it can be used with er, est, more, or most.

Example:

tall taller tallest

interesting, more interesting, most interesting

Tall and interesting are adjectives. Er, est, more, and most can also be added to adverbs, which will be studied later.

There are some adjectives, like numbers, that do not add er, est, more, or most.

Underline the adjectives in the following sentences. Cover the right side of the page.

The hat Professor Smith wore was old.	old
Do you think the weather is cold today?	cold
That is a very pretty car.	pretty
Please buy interesting books.	interesting
They were beautiful flowers.	beautiful

Al: Look at my new ring.	new
Bess: It's a beautiful diamond.	beautiful
Al: It's also large.	large
Bess: Is it a real diamond?	real
Al: It had better be a real diamond. If it's not, I've just lost ten dollars.	real ten (Ten is an adjective, but it does not have the er, est, more, or most ending.)

Fill in the blanks.

Al: Look at my_____ring.	new
Bess: It's a_____diamond.	beautiful
Al: It's also_____.	large
Bess: Is it a_____diamond?	real
Al: It had better be a_____ diamond. If it's not I've just lost_____dollars.	real ten

Try to write the joke. Use the words below.

Al: Look...my...ring.

_____

Bess: It's....diamond.

_____ _____

Al: It's also...

_____

Bess: Is it...diamond?

_____

Al: It...better be. If...I've...lost...dollars.

_____

ADJECTIVES (2)

ADJECTIVE: word that describes a noun. It tells what kind, which, or how many.

Examples: red, hungry, sad, two

Directions: Read the following sentences. Underline the adjectives.

1. Bright sunshine and blue skies make beautiful weather.
2. Whether the new manager likes it or not, the two owners of the large restaurant are going on a long vacation.
3. When he was walking through the little park, the old sailor whistled a happy song.
4. The tall boy quickly threw the ball to his short friend.
5. The best paper in the gift shop was the yellow stationery with small, printed flowers.
6. None of the comfortable lounge chairs on the ship could be moved because they were all stationary.
7. He did not want any of the wild animals to die in the large forest fire.
8. Since her green shoes did not match her blue dress, she decided to dye them.
9. The language course seems easy because you're a good student.
10. When the two girls touched the red jacket, they did not like the material because it was not smooth.

COMPARISON OF ADJECTIVES (1)

Note to the student: Most adjectives that are short words, like nice and cold, add the letters er and est if they are used to compare things.

Examples:

positive form	nice
comparative form	nicer
superlative form	nicest

Long words (words of three or more parts, like won der ful or un us u al always use more or most to form the comparative and superlative.

Examples:

positive form	wonderful
comparative form	more wonderful
superlative form	most wonderful

There are some irregular adjectives which must be memorized:

good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most
far	farther	farthest
far	further	furthest

Cover the right side of the page.
Read the joke, and find the error, if any.

John: Snoopy is the best(1) dog in the world. He is better(2) all the other dogs I have had.
Sue: I thought he was the worst(3) dog in the world.
John: No, he warns us when he hears the slightest(4) sound outside.
Sue: How does he warn you?
John: He hides under the bed. No error(5).

(2) better than (We can't say better something. We have to say better than something. Use than with the comparative.)

Fill in the blanks.

John: Snoopy is the_____ dog in the world. He is _____than all the other dogs I have had.

best (Here we need the superlative form.)

better (Here we need the comparative form.)

Sue: I thought he was the_____ dog in the world.

worst (Use the superlative of bad, worse, worst.)

Comparison of Adjectives (1)

John: He warns us when he hears the_____ sound.

slightest (Here we need the superlative of the one-syllable adjective, slight.)

Try to write the joke below. Use the cues to help write the joke.

John: Snoopy is the....He is...

_____

_____

Sue: I thought he was the...

_____

John: No he warns us when he hears...

_____

Sue: How does he warn you?

John: He hides under the bed.

COMPARISON OF ADJECTIVES (2)

Cover the right side of the page, and find the errors on the left, if any. Imagine that xxx is a word that is unfamiliar to you.

1. He is the xxxest of the two.	xxxer (When you compare only two items, use the comparative. Don't use the superlative.)
2. She is the most xxx of the twin sisters.	more xxx (See #1)
3. Mr. Brown is worst than xxx in xxx.	worse (See #1)
4. Mr. Brown is the worse xxx of all.	worst (When you compare more than two items, use the superlative.)
5. From Here to Eternity is more heavier than this xxx.	heavier (More heavier is a double comparative, which can't be used.)
6. If the South had won the xxx, the North would probably be weak than it is.	weaker (When you use the comparative, you need the comparative form, the er form in this example.)
7. The Smithsonian Institute is one of the most interesting xxx in the world.	correct (With an adjective of three or more syllables, like interesting, use most for the superlative.)
8. This is more better than the Russian car.	is better (More better is a double comparative, which is incorrect.)
9. I think French is as difficult Spanish.	as difficult as Spanish (When two things are equal, use the form "as.....as.")
10. He is faster than I am.	correct

ADVERBS (1)

Note to the student: Remember that adverbs are words that tell when, where, why, how, or to what degree.

Examples: She sang beautifully. Beautifully is an adverb. It tells how she sang.

She is very tall. Very is an adverb because it tells to what degree she is tall.

He frequently drove to the park. Frequently is an adverb because it tells how often he drove to the park.

Find the adverbs in the joke below, and underline them. Cover the right side of the page.

Ron: It was a terrible experience!

I was lying on the burning sand.

The sun was shining brightly. — brightly (It tells how the sun was shining.)

My mouth was extremely dry. My — extremely (It tells how dry.)

skin was burning painfully — painfully (It tells how his skin was burning.)

from the hot sand. I thought

I was going to die.

Pat: So what did you finally do? — finally (It tells when.)

Ron: I asked my girlfriend to run

fast to the refreshment stand — fast (It tells how she ran.)

and get me a glass of lemonade.

Adverbs (1)

Fill in the blanks with the missing adverbs.

Ron:	It was a terrible experience!	
	I was lying on the burning sand.	
	The sun was shining_____.	brightly
	My mouth was_____dry.	extremely
	My skin was burning_____	painfully
	from the hot sand. I thought I	
	was going to die.	
Pat:	So what did you_____do?	finally
Ron:	I asked my girlfriend to run	
	_____to the refreshment	fast
	stand and get me a glass of	
	lemonade.	

Now try to write the joke from the cues below.

Ron: It...experience!

_____

I was...burning sand. The sun...

_____

My mouth...dry. My skin...from...sand.

_____

_____

I thought...

_____

Ron: I asked...refreshment stand and...lemonade.

_____

ADVERBS (2)

ADVERB: word that describes a verb, an adjective or another adverb

Many adverbs end in "-ly." They tell how, when, where, why, and to what degree.

Examples: slowly, never, now, easily, very

Directions: Underline the adverbs in the following sentences.

1. We tried to close the door carefully.
2. He painted carelessly and spilled paint on his clothes.
3. The reporter knew the story and began to speak very quickly.
4. Yesterday, the man waited with much patience.
5. The doctor's patients never waited long to see him.
6. They were really nice and allowed us to visit them often.
7. When she was thinking very deeply, she sometimes spoke aloud to herself.
8. The first spring flower was fully grown by May.
9. She always bought flour at the supermarket.
10. A movie star came here earlier.

ADJECTIVES AND ADVERBS

Note to the student: Use an adverb to modify an action verb. Use an adjective to complete a linking verb.

Cover the right side of the page and find the errors, if any, on the left.

Man: May I marry your daughter?
Lady: Will you be a good(1) husband?
Man: I'll be the most loyal(2) husband in the world.
Lady: Will you always treat her fairly?(3)
Man: Yes, I will.
Lady: All right. You may marry her.
Man: May I borrow ten dollars?
Lady: Sorry. I don't know you well(4) enough. No error(5).

(5) No error.

Fill in the blanks. Cover the answers.

Will you be a_____husband? — good

I'll be the most_____ husband in the world. — loyal

Will you always treat her_____? — fairly

Sorry. I don't know you_____ enough. — well

Look at the following sentences:

Will you treat her fairly?

Will you be_____to her?

Do you need the adjective fair or the adverb fairly with the linking verb be?

(Use the adjective fair to complete the linking verb.)

Fill in the blank.

Write the joke. Use the cues below.

Man: May I...

_____

Lady: Will you be a...

_____

Man: I'll be the most...

_____

Lady: Will you always treat her... Man: Yes, I will.

_____

Lady: All right. You...

_____

Man: May I borrow ten dollars? Lady: Sorry. I don't know you...

_____

STYLE AND DICTION

Note to the student: Be careful to choose suitable words. Don't use extra words when one word is enough.

Example: It was a big, large car.

Big and large mean basically the same thing. It is not necessary to say big if you are also going to say large.

In choosing suitable words, it is also important to avoid words that are too formal or not formal enough for the situation you are referring to.

Example: The judge in the courtroom said, "I would appreciate it if you gentlemen in the rear of the courtroom would shut up."

Probably a judge would use a more polite expression than shut up. He might use the words keep quiet or refrain from making noise.

You should also be careful not to choose formal words in an informal situation.

Example: The little girl told her classmate, "Please be seated and I'll prepare some light refreshments."

A little girl would be more likely to say, "Sit down and I'll get us some lemonade."

Directions: Cover the right side of the page, and find the words that are not suitable.

1. Bill liked to tell all the other kids in the neighborhood that he was a good fighter(1).
   Bill: I am successful(2) when I fight all the kids(3) in the neighborhood except the Smith kids.
   Jack: Why can't you beat them up(4)?
   Bill: Because they are boys. No error(5).

(2) (Successful is too formal for a conversation about children and their fights.)

2. The man had just eaten an expensive meal at a restaurant.
Man: There's a bug in my soup. Waiter, I want to have a conversation(1) with the manager.
Manager: I'm sorry sir. Please let me pay for(2) the meal.
As the man left the restaurant, he told a friend(3), "Let's go and have some ice cream. I still have one more bug in my pocket(4)."
No error(5).

(1) (Have a conversation can be changed to talk, a more informal word in this situation.)

3. Mark: Yesterday I got into a fight(1) with Jack. You should have observed(2) him. His face(3) was bloody. His clothes(4) were bloody. Even his hands were bloody.
Al: I thought Jack was a tough guy. Why was he so bloody?
Mark: It was my blood. No error(5).

(2) seen (Observed is a word that would more likely be used in regard to a laboratory experiment than to a fight between boys.)

4. An immigrant who had come from another country(1) got off the boat. He saw a scuba diver who was just getting out of the water with his oxygen tank(2) on his back. The immigrant became very angry(3). I asked him why he was so angry. He said, "I had to pay two thousand dollars for my boat ticket to come here. That man walked here without paying a penny."(4) No error(5).

(1) An immigrant got off... (Every immigrant is a person who comes from another country. It is too repetitious to say an immigrant who had come from another country.)

5. Employer: You will have to do some dangerous(1) things if you want to get a job as a clown in this circus.
Ed: What will I have to do?
Employer: You'll have to get hit in the face and also(2) fall down a lot of steps.
Ed: That's all right(3). I've done those things before. I used to be a tax collector(4). No error(5).

(2) and (Also is the same as and. Don't use two words when one word is enough.)

GERUNDS AND INFINITIVES (1)

GERUND: a verb form ending in ING and acting as a NOUN

INFINITIVE: a verb form that is identical with the first person singular form of the verb. It follows the word <u>to</u>.

I. Certain verbs are followed by a gerund, not an infinitive:

admit	resent	imagine
appreciate	resist	keep
avoid	risk	mind
can't help	stop	miss
consider	suggest	postpone
delay	dislike	practice
deny	enjoy	prevent
recommend	escape	quit
remember	favor	recall
	finish	

II. Certain verbs are followed by TO and the infinitive:

agree	offer	happen
begin	pretend	hope
endeavor	refuse	learn
fail	want	plan
hesitate	arrange	proceed
intend	decide	seem
need	expect	promise

III. Certain verbs are followed first by a noun or pronoun, and then by TO and the infinitive:

advise	persuade	force
encourage	teach	instruct
hire	urge	permit
invite	allow	remind
		tell

IV. Certain verbs can belong in either Part II or part III.

ask beg prepare want

GERUNDS AND INFINITIVES (2)

A GERUND is a verb form that ends in ING and acts as a noun in a sentence.

An INFINITIVE is a verb form that is the same as the first person singular form of the verb. Usually the infinitive follows the word TO.

Directions: Read the following sentences. Circle the gerunds. Underline the infinitives.

1. They learn to speak English well.
2. We considered going to the movies.
3. Yesterday he decided to quit smoking.
4. The students are hoping to do well on the test.
5. Everyday she practices playing the piano.

GERUNDS AND INFINITIVES (3)

EXERCISE

Directions: Look at the verbs before the words in parentheses. Decide how to write the word in parentheses. Write the infinitive or the gerund form of the word in the blank.

1. Students sometimes delay (start)_____their homework.
2. He couldn't imagine (win)_____the brand new car in the contest.
3. Has she decided (accept)_____the new job offer?
4. The new cook avoided (bake)_____anything he liked because he was on a diet.
5. After we listened to the news, we began (understand)_____ _____the problems with the situation.
6. Dr. Smith refused (operate)_____unless it was absolutely necessary.
7. The newspapers prepared (print)_____the story about the election.
8. They appreciate (see)_____you again.
9. The young man offered (help)_____the old woman across the icy road.
10. The snow made the roads dangerous, and we hesitated (drive) _____very far.
11. The dentist needed (examine)_____the child's teeth for cavities.
12. One of the guides suggested (take)_____a short trip to Venice.
13. The adults did not expect (receive)_____many gifts from Santa Claus.
14. After we finished (swim)_____, we played tennis.
15. Each candidate for the election is planning (win)_____ _____.
16. The woman enjoyed (talk)_____with her friends on the telephone.
17. How long have you been learning (speak)_____English?
18. He didn't delay (start)_____on his vacation.

GERUNDS AND INFINITIVES (4)

Note to the student: Some verbs in English are followed by an ing form, the gerund; other verbs are followed by the infinitive. Still others are followed by either. The following are examples.

SOME VERBS THAT ARE FOLLOWED BY GERUNDS:

admit	enjoy	recommend
avoid	finish	resist
consider	keep on	suggest
delay	postpone	

SOME VERBS THAT ARE FOLLOWED BY INFINITIVES:

decide	need	pretend
deserve	plan	refuse
fail		

Cover the right side of the page, and find the errors, if any, on the left.

A patient with a long nose asked the doctor if he would consider operating(1) on the nose to make it shorter. The doctor suggested to do(2) surgery, but the patient said that the price was too high.
Patient: I'm trying to avoid spending(3) too much money.
Doctor: Then I recommend walking(4) into a door. No error(5).

(2) doing (The verb suggest can't be used with an infinitive after it. Use the gerund instead.)

Fill in the blanks. Cover the answers.

A patient with a long nose asked the

doctor if he would consider_____ operating

_____on the nose to

make it shorter. The doctor suggested

_____surgery, but the doing

patient said that the price was too high.

Patient: I'm trying to avoid_____ spending

too much money.

Doctor: Then I recommend_____

_____ walking

into a door.

Now try to write the joke. Use the cues below.

A patient with a long nose asked the doctor if...consider... nose...shorter.

_____

_____

_____

The doctor suggested...surgery...patient said...high.

_____

_____

Patient: I'm trying to avoid...money.

_____

Doctor: Then I recommend...door.

_____

In the following exercise, use the verb study, and choose between the gerund and the infinitive. Cover the answers on the right side.

They admitted_____.	studying
They enjoy_____.	studying
They are pretending_____.	to study
They failed_____.	to study
They refused_____.	to study
They postponed_____.	studying
They decided_____.	to study
They recommended_____.	studying

They considered_____. studying

They deserve_____. to study

MODALS AND VERBALS

Directions: Cover the right side of the page, and find the errors, if any, on the left.

1. If we buy (1) a new car, will (2) you be (3) able to take (4) us to the dealer? No error. (5)

(5) No error.

2. He could have passed (1) that test if he had studied (2) harder and listened (3) to the things his teacher said (4). No error. (5)

(5) No error.

3. Would (1) you please hand (2) me that ashtray if it is (3) not too far for you to reaching (4)? No error. (5)

(4) to reach (Never use the ing form in the infinitive.)

4. I enjoy (1) to walk (2) in the park where the falling (3) leaves are beautiful to see (4). No error. (5)

(2) walking (The verb enjoy is not followed by the infinitive.)

5. He must (1) wait in line for one hour yesterday because there were (2) only two clerks who had come (3) to help (4). No error. (5)

(1) had to (The past of must is had to.)

DICTION (PROBLEM WORDS)

The dog hurt it's leg.	its leg. (Use it's only to mean it is.)
Whose the senator?	Who's the (Use who's to mean who is.)
Who's she?	correct (Use who's to mean who is.)
We had less people.	fewer people. (Use fewer for things you can count. Use less for uncountables.)
Please be quite.	be quiet (silent). (Quite means very, for example, quite cold.)
Please except my gift.	accept my (Accept means take. Except means but as in the example, Everybody went except Bill.)
Because I didn't want to follow the truck, I past it.	passed it. (Here we need the verb passed rather than the preposition past.)
There was a large amount of boys at the picnic.	number of boys (Use a number of for things you can count. Use amount for uncountables.)
Don't brake the glass.	break the (Brakes are what we use to stop a car.)
What's for dessert? I hope it's ice cream.	correct (Dessert is food. A desert is an area of dry land.)
It seems as if he's sick.	correct (Don't use seems like before a subject and a verb.)
He hears good.	hears well. (Hears is an action verb. Use the adverb well.)
Hello," he said.	"Hello," (Use quotation marks before and after the words of the speaker.)

"Hello," he said I didn't answer.	he said. I... (Put a period at the end of a sentence.)
They did it theirselves.	it themselves. (Theirselves is not a word.)
He is as tall as me.	as tall as I. (He is as tall as I am. I is the subject of the understood verb, am.)
Put it besides the desk.	beside the desk. (Besides means also or in addition to. Beside means next to.)
One of the boys were...	boys was... (Use the singular verb was with the singular subject one.)
Give me some advise.	advice. (Advise is a verb. Use the noun advice.)
He had went to Rome.	had gone (Use the participle form gone with the helping verb had.)
I would of done it...	would have (Never use would of.)
We don't like him smoking.	his smoking. (Use the possessive form his instead of the objective form him in front of the -ing verb form.)
Neither of them were...	of them was (Neither is a singular subject.)
He don't know me.	He doesn't (Never use he and don't together.)
Everybody brought their books.	his/her books (Everybody is a singular subject.)
He ran farther than I.	correct (Use I as the subject of the understood verb ran. He ran farther than I ran.)

The reason is that...	correct (Do not say The reason is because...or The reason why...)
Neither of them was...	correct (Use the singular verb was after the singular pronoun neither.)
The doctor spoke to us girls.	correct (Us is the object of the preposition to.)
Their wives were with them.	correct (This is an irregular plural of the singular noun wife.)
The doctor spoke to we girls.	us girls (Us is the object of the preposition to.)
They brought their wifes.	wives (Many words that end in f or fe have v in the plural.)
They had already ate.	already eaten. (Use the participle form after had.)
It had been broke.	been broken. (Use the participle form after had.)
Do you want desert?	dessert (Dessert is food. Desert means a dry area of land.)
He ran farther than me.	than I (He ran farther than I ran.)
My wife and I went...	correct (Use the pronoun I as the subject.)
It's pretty hot.	rather hot (Use pretty to mean nice-looking, not to mean rather.)
It's a secret. Just between you and I,...	you and me (Me is the object of the preposition between.)

Between the three of us...	Among the (Use between for two persons or things and among for more than two.)
The citys are nice.	cities (Change y to i when there is a consonant before y.)
He ran farther than I.	correct
He ran further than I.	farther (Use farther for distance.)
Falling, his leg was broken.	Falling, he broke his leg. (His leg didn't fall.)
He looked everywheres.	everywhere (Everywheres isn't a word.)
He was different than me.	from me (Don't say different than.)
I done it.	did it. (Did is the past of do.)
He talks friendly.	talks in a friendly way. (Friendly is an adjective. It can't modify a verb.)
Four hours is too long.	correct (Four hours is considered a unit of time. Use the singular form, is.)
He ain't here.	isn't (Ain't isn't an acceptable word.)
You wasn't here.	weren't here. (Never use was with you.)
He learned me English.	He taught me... (You can learn from a person, but you can not learn a person English.)
The birds' mother fed them.	correct
The boy's dog bit him.	correct

Here's the books.	Here are (Here is never the subject of a sentence. The subject, books, is a plural word.)
Here are the books.	correct
I don't want none.	want any. (Don't want none is a double negative.)
He's real nice.	really (Real is not an adverb. We need an adverb to modify the adjective, nice.)
Prices are rising.	correct (Rise means to go up.)
Prices are raising.	rising (Raise means lift something up.)
He's the one who did it.	correct (Who is the subject.)
She's the one whom I saw.	correct (Whom is the direct object of the verb saw.)
She has drank the water.	has drunk (Use the participle form drunk with has.)
He's the one who I saw.	whom I saw (Whom is the direct object of the verb saw.)
The dog lay down yesterday.	correct (Lay is the past of the verb lie, meaning to recline.)
He has laid there for hours.	lain there (Use the participle form with has.)
He has lain there for hours.	correct (Use the participle form with has.)

The mens' room...	men's room (Put the apostrophe before the s because the word men doesn't end with s.)
I'll have did it.	done it (Use the participle form with have, has, and had.)
It smells terribly.	terrible (Use the adjective with the linking verb smells.)
Neither he or I...	nor I (Use nor with neither.)
"How, she asked, "are you?"	"How," (When the quotation is interrupted, use quotation marks in sets: " ".)
"How", she asked, "are you?"	"How," (The comma and period always go inside the quotes.)
"How," she asked, "are you?"	correct
If I was you...	were you (Was changes to were after if.)
It smells terrible.	correct (Use the adjective terrible with the linking verb smells.)
If I were you...	correct (Was changes to were with if.)
There were around ten people there.	about ten (Don't use around to mean approximately.)
We lay on the beach all day last Sunday.	correct (Lay is the past tense of lie.)
Please set down over here.	sit down (Set means put. When you are in a chair, you are sitting.)
There's two books.	There are (The plural subject books needs the plural verb are.)
There were fewer people...	correct (Use fewer for things you can count.)

What kind of car is it?	correct (Don't say kind of a...)
It had a big effect on us.	correct (Effect is a noun. Affect is a verb.)
Jill and I are here.	correct (Jill and I can't have the singular verb is. You need the plural verb are.)
I feel like I'm getting sick.	as if I'm getting (Don't use the preposition like before a subject and a verb.)
I been there before.	I have been... (You need the auxiliary verb have with been.)
Those kind of...	That kind (The word kind is singular. Don't use the plural word those.)
Today is more warm than yesterday was.	warmer than (Usually adjectives of one syllable add er rather than more.)
You talk to much.	too much (Use too when you mean excessively or more than it should be.)
They brought there books.	their books. (Use their when you are talking about the ones that belong to them.)
I was sick. The doctor was to.	was too. (Use too when you mean also.)
What kind of a car is it?	kind of car (Don't say kind of a...)
It had a big affect on us.	big effect (Affect is a verb. Here we need a noun.)
Jill and I am here.	are here (Jill and I are two people. Use a plural verb.)

Diction (Problem Words)

We seen it.	saw it (Saw is the past tense of the verb see.)
He was with Fran and me.	correct (Me is the object form of the preposition with. Don't say with I or with Fran and I.)
It seems like he's sick.	as if he's sick (Use as if before a subject and verb.)

PUNCTUATION

Note to the student: A question mark goes at the end of every question. An exclamation point (!) goes at the end of a sentence showing excitement. A period must be put at the end of every statement. Students often forget these rules. Remember that a period goes at the end of a complete statement. There must be a subject and a main verb. Don't put a period after a word group like this:

After he studies...

This word group has a subject, he, and a main verb, studies, but because of the word after, the word group is not complete. These are other word groups that are not complete:

Before they went...
If I don't write...
Although she works hard...
When Bill gets here...
Since (subject) (verb)
Because (subject) (verb)
As (subject) (verb)

Cover the right side of the page, and find the errors, if any, on the left side. Look for errors in punctuation.

Bill was sick.(1) He called the doctor and asked the doctor to come to the house. When the doctor arrived.(2) He held Bill's wrist and looked at a watch.(3) Bill asked why the doctor was doing that. The doctor said, "I don't know.(4) I saw a doctor do it on television." No error(5).

(2) arrived, he (We don't use a period after a word group that has when plus a subject and a verb.

Fill in the blanks.

Bill was sick_____called . He

the doctor and asked the doctor to

come to the house_____ . When

the doctor arrived_____ , he

held Bill's wrist and looked at

a watch_____asked why . Bill

the doctor was doing that ____

_____doctor said, . The

"I don't know_____ . I

saw a doctor do it on television."

Now try to write the joke. Use the cues below.

Bill...sick.

_____

He called...and asked the...come...house.

_____

_____

When the doctor...Bill's...looked...

_____

_____

Bill asked why the doctor...that.

_____

The doctor said...know...saw...television."

_____

_____

PUNCTUATION REVIEW EXERCISE

Directions: Cover the right side of the page, and find the errors on the left. Look for periods and question marks.

1. Because the patient had a long nose.(1) He asked the doctor to make it shorter.(2) The doctor said that the price would be two thousand dollars. The patient said that the price was too high.
   Patient: Can you make the price cheaper?(3)
   Doctor: No, but you could try walking into a door.(4) No error(5).

(1) nose, he (We don't use a period after a subject-verb word group that begins with because.)

2. Lady: How much does this perfume cost?(1)
   Salesman: It costs five hundred dollars a bottle.(2) Smell it.
   Lady: It's nice.(3) How much can I get for one dollar.(4)
   Salesman: You just got it--one smell. No error(5).

(4) dollar? (Use a question mark for a question.)

3. Bill was the kind of person who always borrowed his neighbor's things.(1)
   Bill: Ed, are you going to use your lawnmower today?(2)
   Ed: Yes, I am.(3)
   Bill: Then you won't be using your swimming pool.(4) Since you'll be cutting your grass. I'll come over for a swim.
   No error(5).

(4) pool since (We don't use a period after a subject-verb word group that begins with since.)

4. A preacher was talking about the problems of drinking whiskey.(1) He said that even a donkey knew that water was better than whiskey.
   Preacher: If you put out a bucket of whiskey and a bucket of water.(2) Which bucket would the donkey drink from?(3)
   Jim: The donkey would drink the water.
   Preacher: Then you agree that even a donkey knows that the water is better.
   Jim: No, the donkey is too stupid to know(4) that the whiskey is better. No error(5).

(2) water, which (We don't use a period after a subject-verb word group that begins with if.)

PARAGRAPH DEVELOPMENT

Note to the student: In a well-written paragraph one central idea will be presented, and all the sentences in the paragraph will be in some way related to that idea. There are many ways to develop a paragraph, but a few of these ways should be studied carefully. In this exercise the paragraph will illustrate the development of an idea by using order of time.

[1]In the lifetime of the average American, there are several periods of training and schooling aimed at preparing him or her for life. [2]College is sometimes considered necessary for success in life. [3]There are those parents who feel that without pre-school and kindergarten, a child will be at a disadvantage. [4]Of course, primary and secondary school must be completed if the child is to have a chance in the job market.

1. Sentence 2 should be (4)
   (1) left as it is.
   (2) placed before sentence 1.
   (3) placed after sentence 3.
   (4) placed after sentence 4.
   (5) omitted as unnecessary information.

2. "Military service is another way to prepare for the world of employment without going through the last of these steps, college."

   This sentence should be (1)
   (1) the last sentence in the paragraph.
   (2) after sentence 1.
   (3) after sentence 3.
   (4) after sentence 4.
   (5) omitted as unnecessary information.

3. Sentence 1 should be (1)
   (1) left as it is.
   (2) placed after sentence 2.
   (3) placed after sentence 3.
   (4) placed after sentence 4.
   (5) omitted as unnecessary information.

4. "I had a friend who was a doctor." (5)

This sentence should be

(1) put before sentence 1.
(2) put before sentence 2.
(3) put before sentence 3.
(4) put before sentence 4.
(5) omitted as unnecessary information.

ENGLISH ANSWER KEYS

Parts of Speech Review

1. noun
2. preposition
3. adjective
4. verb
5. pronoun
6. adverb
7. conjunction
8. noun
9. pronoun
10. adjective
11. adverb
12. noun
13. verb
14. adverb
15. conjunction
16. adjective
17. adjective
18. preposition
19. preposition
20. verb
21. verb
22. pronoun
23. noun

Nouns (1)

1. gorilla
2. Hawaiian Islands, summer
3. car, Higgins Road, restaurant, lunch
4. Mr. Jones, Dr. Williams, book, The Adventures of Huckleberry Finn, Christmas
5. Tuesday, Art Institute, Chicago, painting, Jesus Christ
6. Aunt Harriet, Japanese, Japan, fall
7. Mary, Mother, cake, frosting
8. Board of Education, decisions, schools
9. American Civil War, North, South, years
10. man, bench, park, birds

Prepositions (2)

1. In, to, in
2. of, for
3. near, in, of
4. over, toward, with, in
5. by, up
6. until
7. from, across, of
8. of, between
9. of, during, at
10. around, for, among, about

Prepositional Phrases

1. In summer, to a county fair, in Kane County
2. of the fare, for bus transportation
3. near the perfume counter, in the store, of perfume
4. over the bridge, toward the stores, with only one cent, in his pocket
5. by the field, up a tree
6. through the books, on the shelves, until fall, without money
7. from New York, across the Gulf, of Mexico
8. of cows, between the valley and the river
9. about William Shakespeare, during English class, at school
10. around the table, for an hour, among ourselves, about our experiences

Conjunctions: Three Groups

1. and
2. , so
3. Neither...nor
4. both...and
5. , but

Conjunctions: Three Groups

1. than
2. Since she didn't have a pencil,
3. where
4. and-----while
5. Although he wanted to meet her,
6. Before spring can come,
7. When I buy new clothes, both ...and
8. that-----neither...nor
9. Because the baker did not have enough flour,
10. as

Suffixes

1. -tion: noun
2. -ful: adjective
3. -ize: verb
4. -ly: adverb
5. -ward: adverb
6. -er: noun
7. -ly: adverb
8. -ing: noun
9. -ous: adjective
10. -hood: noun

Subjects

1. He
2. they
3. center or shopping center
4. Fishermen
5. dishes

Subjects Use exercise "Nouns (1)"

1. gorilla
2. Hawaiian Islands
3. He
4. Mr. Jones
5. I
6. Aunt Harriet
7. Mary and I
8. Board of Education
9. North
10. man

Subjects Use exercise "Pronouns (2)"

1. She
2. driver
3. Everyone
4. John
5. I
6. friend
7. dog
8. We
9. student
10. Who

Action Verbs (1)

1. landed
2. read, wrote
3. saw, hit, ran
4. helped, had finished
5. had traveled, knew
6. slept, promised, took
7. said, will begin
8. liked, did study
9. was visiting, played
10. spoke, promised, would lower

Linking Verbs (Sensory)

sentences #1, 4, 6 are action verbs
sentences #2, 3, 5 are linking verbs

Linking Verbs (2)

1. is
2. has been
3. are
4. am
5. seems
6. became
7. smells
8. tastes
9. is, is
10. felt

Pronouns (2)

1. She, she, them
2. his, he
3. Everyone, who
4. he, her
5. I, someone
6. Our, who, we, him
7. its, us
8. We
9. whom, his
10. Who, it, us

Pronouns (3)

1. They
2. He, him, it
3. We, her
4. It, them
5. He, them

Adjectives (2)

1. Bright, blue, beautiful
2. new, two, large, long
3. little, old, happy
4. tall, short
5. best, gift, yellow, small, printed
6. comfortable, lounge, stationary
7. wild, large, forest
8. green, blue
9. language, easy, good
10. two, red, smooth

Adverbs (2)

1. carefully
2. carelessly
3. very, quickly
4. Yesterday
5. never, long
6. really, often
7. very, deeply, sometimes, aloud
8. fully
9. always
10. here, earlier

APPENDIX F

PRE-GED READING

FOR LEP ADULTS:

A HANDBOOK FOR TEACHERS

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Introduction

The purpose of this booklet is to alert Pre-GED reading instructors to some of the difficulties faced by students of limited English proficiency (LEP) in adult reading classes and to suggest methods of helping LEP students to overcome these difficulties.

It is of the utmost importance that a nontraditional teaching approach is used with LEP students. Like adult learners who are native speakers of English, they must not be treated as or taught in the same manner as children. Unlike native speakers, however, LEP students have a very limited grasp of English--both spoken and written--and likewise a very limited understanding of American culture. This lack of linguistic and cultural understanding creates profound problems for the LEP student as he/she tries to read in English.

Initially, the pre-GED instructor should create a classroom environment based on an understanding of the needs of the adult learner. Such an environment helps the teacher establish the rapport which is essential for learning. For example, the instructor should always help the adult learner maintain his/her dignity and should offer positive reinforcement about his/her ability to succeed. Special attention should be given to the problems of "cultural shock" experienced by LEP students. Teachers should develop a tolerance of his/her students' customs and beliefs and remember that "the level of English language proficiency is not an indicator of intelligence." (2, p. 13.) Also teachers must limit their use of slang and idiomatic expressions.

There are publications available that discuss the needs of the adult learner. One excellent publication that deals with the adult learner in general and the LEP student in particular is The Problems of the Adult Learner: A Handbook for Teachers (2).

Ideally an LEP student should complete as full an English as a Second Language (ESL) program as possible before undertaking GED Test preparation; however, this is not always possible. First, there may not be an ESL program available to the student. Second, the ESL program may not be sufficiently extensive to prepare the LEP student for GED classes. Finally, the LEP student may need to pass the GED Test as quickly as possible for employment or educational purposes, and therefore, may not have time to finish an entire ESL program.

Basic reading skills such as recognizing the alphabet, left to right eye movement, and an understanding of sound/symbol correspondence should not be taught in the Pre-GED classroom whenever possible. LEP students with these needs should be referred for literacy instruction (preferably literacy instruction within an ESL program) if it is available. Also, students who have not mastered basic writing skills should be referred for literacy instruction. In this way, such students receive more intensive and more specialized instruction which better meets their particular literacy needs. Also, if they are grouped with students who have similar needs, they will not be threatened by students whose literacy skills are more developed.

When analyzing the reading skills of LEP students, Pre-GED instructors should disregard reading tests designed for native speakers. LEP students usually do not score well on these tests because of a lack of sufficient knowledge of American culture. For example, LEP students usually have a very limited knowledge of American history and folklore. Such lack of knowledge vastly affects their comprehension of American reading materials. It is also difficult to ascertain the reading level of LEP students because they may have widely varying scores among the reading skill areas tested. For example, they may score very low in comprehension and word recognition but exceedingly high in other areas.

An important factor in teaching reading to adult LEP students is using techniques which reflect an understanding of the problems inherent in the LEP student's reading of English. Instructors should begin with English paragraph organization. Once the LEP student understands the English paragraph, he/she can begin to conquer other reading difficulties common to the second language learner. These reading needs include learning to "read" punctuation; comprehending idioms, phrasal verbs, and other difficult vocabulary items; and understanding American cultural concepts and values.

Reading Paragraphs

Just as each culture has its own language, which may have very different structure and vocabulary from another language, each culture has its own thinking patterns. These thought patterns are reflected in the way the written language is organized. Therefore, no organizational pattern in writing is universal.

One of the first stumbling blocks for the LEP student in a Pre-GED reading program is the organization of the English paragraph. So far as expository writing is concerned, the English paragraph is generally developed in one of two ways--the deductive or the inductive. In the deductive paragraph, a general statement of content is given in the first sentence. Further development of the paragraph is accomplished by adding a series of examples, illustrations, and/or other supporting or explanatory sentences. In the inductive paragraph, the process is reversed, with the explanatory material coming first, followed by a summary statement at the end. In both types of organization the ideas occur in a straight line from the first sentence to the last. No digressions from the central idea of the paragraph are permitted. An English paragraph gets "straight to the point."

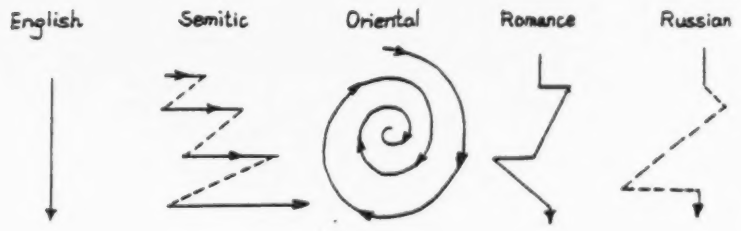
This linear pattern is not found in many other written languages (11). The Semitic paragraph, for example, is developed by a series of parallel constructions, each of which somewhat resembles our compound sentence structure. The King James version of the Old Testament has preserved some of these patterns (11, p. 403):

> His descendants will be mighty in the land
> and
> the generation of the upright will be blessed.
>
> Because he inclined his ear to me
> therefore
> I will call on him as long as I live.

The Oriental paragraph does not address a topic directly; rather it looks at the subject tangentially from a number of perspectives. The subject is developed in terms of what it is not (11). Such indirectness is rooted in such Oriental cultural patterns as not coming directly to a point, not stating the obvious, and testing various hypotheses (4).

Romance language paragraph structure permits digressions and the introduction of extraneous material. A paragraph may begin, for example, in a similar fashion to the English deductive pattern but then include ideas which are not directly related to the central idea of the paragraph. The Russian language, in a somewhat different fashion, also permits digressions within the paragraph.

Following are diagrams from Robert B. Kaplan's "Cultural Thought Patterns in Inter-cultural Education," (11, p. 410) which should help teachers visualize these paragraph patterns.



Knowing where to look for information in a paragraph is a skill of critical importance for passing the GED Test because the students are often asked questions about a paragraph or given information in paragraph form. Therefore, it is important to teach English paragraph organization to LEP students and also to explain that it probably differs from paragraph patterns in their own languages. (If the students have had little education in their native countries, however, they may not be familiar with such patterns). If LEP students are not taught English paragraph organization (including more than an explanation of topic sentences), they will approach the reading of an English paragraph with incorrect expectations.

After the reading teacher becomes familiar with the various paragraph patterns, his/her task is to explain them to the LEP student. There are several methods and materials available to the reading teacher to assist LEP students in learning the specific skill of identifying topic sentences in an English paragraph. It is not enough for the student simply to read a paragraph and to "pick out the topic sentence." One excellent technique is to study paragraphs in which the

sentences have been scrambled. Students are given the individual sentences and are asked to put them together in the correct order. This may be done by the students individually or as a group activity. An example of such an activity is the strip story. After the exercise is completed the teacher should read the original paragraph or paragraphs and explain the correct sentence sequence. A good resource for this activity is Alice Blows a Fuse (3).

A second activity reading teachers can use with LEP students to teach paragraph organization involves the newspaper. Paragraphs can be cut from the newspaper; then topic sentences can be cut from each paragraph and given to individual students. The remaining sentences of each paragraph are then given to other students, and students are to match each topic sentence with the remainder of the paragraph. This activity may be done by an individual also. Done as group activities, these exercises encourage students to discuss English paragraph structure with each other.

Reading Punctuation

It is impossible for the reading teacher to teach all the vocabulary, content areas, and grammar necessary for the LEP student to read GED Test material with full comprehension. After LEP students have a basic understanding of the English paragraph, reading teachers need to teach them how to "read" the punctuation in English sentences. The combined knowledge of English paragraph structure and English punctuation will enable the LEP student to skim the material on the GED Test quickly and efficiently. Punctuation marks aid in the comprehension of sentences. For example, a punctuation mark may signal the end of a sentence and, therefore, the end of a thought. Without punctuation, there are only lines of words on a page.

First, reading teachers must determine each LEP student's knowledge of English punctuation. LEP students should be able to comprehend the following punctuation marks: the period, the question mark, the comma, the semicolon, the colon, and quotation marks. Reading teachers do not have to teach punctuation rules, but they do need to teach what these punctuation marks indicate to the reader. Teachers need to be sure that LEP students understand the following in order to read more proficiently in general and also to enhance their performance on the GED Test.

A. Period

A period is used to end a sentence that is a statement of fact.

B. Question Mark

A question mark is used to indicate the end of a question. (It is most important that students look for this indicator when in test-taking situations.)

C. Comma

1. The comma separates items in a series. (If a question on the GED Test asks for a series of answers, the student should learn to look for sentences in the reading material that contain commas before he/she begins to read.)

2. The comma sets apart extra (parenthetical) information. (The student should learn to either skip over that extra information or to pay more attention to it, depending on what is asked.)

3. The comma breaks down material into more manageable segments for reading.

D. Semicolon

The semicolon separates long, complicated items in a series.

E. Colon

1. The colon indicates that a list will follow.

2. The colon indicates that directions will follow.

3. When used with numbers, the colon indicates time.

F. Quotation Marks

1. Quotation marks indicate that someone is speaking.

2. Quotation marks indicate the exact words of the speaker.

A technique for teaching punctuation for reading purposes to LEP students is to have them describe what punctuation means in particular sentences and paragraphs. Reflections (7) and The Spice of Life (10) are good reading materials to use for practice in "reading" punctuation.

Reading Vocabulary

Vocabulary is probably the greatest source of reading comprehension difficulty for the LEP student. Reading teachers must recognize this phenomenon and use techniques that facilitate vocabulary learning. Teachers simply cannot teach LEP students all the vocabulary needed for the GED Test. Therefore, teachers must give LEP students tools to use with difficult words.

One of the most important tools is the skill of intelligent guessing. Following are some clues LEP students can use in the process of guessing intelligently.

A. Grammatical Clues

1. LEP students need to be aware of the word order of English sentences. They need to perceive that the position of a word in a sentence may be a clue to its meaning.

2. Students can learn to use familiar descriptive words to understand the meaning of an entire sentence. For example, in the sentence, "He is in a bad mood," students can glean some meaning about the word "mood" from the word "bad."

3. LEP students need to thoroughly understand subject-verb agreement so they can clearly identify subject and verb in a sentence (especially when the subject and the verb are not adjacent).

4. If the grammatical structure of a particular sentence is unknown to the LEP student, or is too complicated, the student must learn to skip over this sentence and to try to acquire meaning from surrounding sentences.

B. Context Clues

1. LEP students need to be taught to read beyond the unfamiliar word or group of words in order to detect meaning from the remainder of the sentence.

2. The LEP student should learn to look for a familiar element in an unknown word, such as a known prefix, suffix, or root.

3. In the same manner, LEP students should learn to look for the known part of a compound word, in order to use this part in decoding the word. For example, the word "drugstore" can be understood to some extent if the student knows either the word "drug" or the word "store."

4. Students should be encouraged to skip unknown words, especially when they are preparing for the GED Test.

5. When reading for general information, LEP students should be discouraged from using the dictionary because stopping to look for the definition of a specific word usually inhibits the reading process. Also, some LEP students become too dependent on a dictionary (particularly a bilingual dictionary) and never learn to guess intelligently.

Reading teachers should use the newspaper, magazines, pamphlets, and as many other materials as possible to teach these concepts. Many of the GED test questions are taken from these publications. One series of books that may be used with LEP students is Building Basic Skills (6).

The comprehension of idioms and phrasal verbs is another area causing the LEP student great difficulty. It is important for the reading teacher to explain the concepts of idioms and phrasal verbs to the LEP student because both are extremely common in English.

Teachers and students need to be aware that an idiom is an expression for which the meaning cannot be derived from the meanings of the individual words. Following are examples of common idioms:

She knew it by heart.
He caught cold.
She followed the recipe step by step.

A phrasal verb consists of a verb followed by a particle (usually an adverb or a preposition) and functions as a verb in a sentence. Following are examples of phrasal verbs:

She looked up the address.
Please drop in.

Phrasal verbs may be transitive or intransitive. The first example is transitive; the second is intransitive. The word "up" in the first example is not functioning as a preposition in a prepositional phrase. This can be demonstrated by asking and answering the following question:

What did she look up?

She looked up the address.
(She looked it up.)

"Address" is not part of a prepositional phrase; it is the direct object of the phrasal verb "looked up." As further evidence that "address" is a direct object, the sentence can be written in the passive voice,

The address was looked up by her.

For more information concerning phrasal verbs and idioms, see "Teaching Idioms in Adult ESL Classes." (5) Another valuable article is "Teaching English Verb-Particle Combinations" (12).

After the teacher has explained the concepts of phrasal verbs and idioms, the students may be given exposure to these constructions through a variety of instructional materials available commercially (See "References") and in such materials as newspaper and magazine articles and advertisements.

Understanding Culture

Teachers of LEP students need to add crosscultural awareness to their teacher preparation. It is essential that instructors understand something of what it means to function in a foreign culture. For an introduction to cultural differences, teachers may wish to read The Silent Language (9) and/or The Hidden Dimension (8).

It is important for teachers to realize that a student from another country may have very limited knowledge of American history and government. Also limited is the LEP student's understanding of American folklore. Therefore, the teacher must provide considerable background for the LEP student before readings on such topics are introduced.

In addition, the LEP student's value system may be different from an American's. For example, a Japanese student may not understand the "job-hopping" American because in his/her culture a businessman commits to one company for life. The Hispanic student reared in an extended family cannot understand the American use of retirement homes.

Teachers of LEP reading students need to acquaint themselves with areas where differences between cultures can inhibit the reading process because the LEP student has to draw conclusions, make inferences, and explain what he/she has read with reference to American culture rather than to his/her own. Walter P. Allen in A Cultural Checklist (1) provides an instrument for reading teachers to use in judging what materials to use with LEP students for determining which American cultural areas need explanation. It is "must" reading for any teacher of LEP reading students.

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12. Yassin, M. Aziz F. "Teaching English Verb-Particle Combinations." TESOL Newsletter, Vol. XV, No. 1 (February 1981), 9-12.

APPENDIX G

ANNOTATED BIBLIOGRAPHY

OF PRE-GED READING MATERIALS

FOR LEP ADULTS

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Books for Teacher Reference:

General

Bartley, Diane E. The Adult Basic Education TESOL Handbook. New York: Collier Macmillan, 1979.
Good general reference on ESL techniques and methodology. Article by Jean Chapman and Elizabeth Salse, "Teaching Idioms in Adult ESL Classes," pages 32-41, is relevant to LEP students.

Best, Gregory C., and Wemette, Deborah C. The Problems of the Adult Learner: A Handbook For Teachers. Department of Adult Basic Education, William Rainey Harper College, Palatine, Illinois, 1977.
Handbook written as a 309 project. Focuses on adult learning problems including special problems of adult LEP learners.

Burke, Barbara. Reading Improvement. New York: Cambridge Book Co., 1977.
Reading reference designed primarily with the native speaker in mind. Some techniques applicable to the LEP student.

Croft, Kenneth, ed. Readings on English as a Second Language.
Resource on the four aspects of language learning: listening, speaking, reading, writing. Includes article by Robert Kaplan, "Cultural Thought Patterns in Inter-Cultural Education" (pages 399-418), which describes the paragraph styles of different languages.

Hook, James N. The Story of American English. New York: Harcourt, Brace, Jovanovich, 1972.
A history of American English. Contains an overview of the changes in American English from the time of the American Indian to the present. Stresses regional differences.

_____. Two-Word Verbs in English. New York: Harcourt, Brace, Jovanovich, 1981.
Good reference for phrasal verbs. Up-to-date.

Paulston, Christina B., and Bruder, Mary N. Teaching English as a Second Language, Techniques and Procedures. Cambridge, Massachusetts: Winthrop Publishers, 1976. Excellent section, "Intensive Reading," pages 163-199. Includes grammar patterns for recognition in reading.

Rivers, Wilga M., and Temperley, Mary S. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1978. Reading section contains specifics for teaching intermediate and advanced LEP student

Scargill, M. H., ed. Looking at Language, Essays in Introductory Linguistics. Glenview, Illinois: Scott, Foresman, 1966.
A collection of essays on introductory linguistics. Important reading for instructors of LEP students.

Smith, Frank. Understanding Reading. 2nd ed. New York: Holt, Rinehart, and Winston, 1978.
A psycholinguistic analysis of reading and learning to read. Explains Smith's "theory of the world in our heads."

Thomas, Ellen, and Robinson, H. Alan. Improving Reading in Every Class. Boston: Allyn and Bacon, 1979. Chapter 12, "Foreign Languages," describes the difficulties experienced by instructors of LEP students. Contains excellent techniques to use in the classroom.

Culture

Allen, Walter P. A Cultural Checklist. Portland, Oregon: English Language Services, 1973.
A summary of techniques for selecting materials for LEP students.

Ford, Carol K., and Silverman, Ann M. American Cultural Encounters. San Francisco: Alemany Press, 1981.
Presents situations for student discussion that emphasize American cultural practices.

Hall, Edward T. The Hidden Dimension. Garden City, New York: Anchor Books, 1969.
Explains the cultural implications of nonverbal communication.

_____. The Silent Language. Garden City, New York: Anchor Books, 1973.
Explains the cultural implications of nonverbal communication.

Hoopes, David S., and Ventura, Paul, eds. Intercultural Sourcebook, Cross-Cultural Training Methodolgies. LaGrange Park, Illinois: Intercultural Network, 1979.
A series of multicultural activities to be used to promote teacher awareness of cultural differences.

Longfield, Diane M.; Smith, Jeanne C.; and Chapman, Jean B. Curriculum for ESL Core Courses. English as a Second Language Department, William Rainey Harper College, Palatine, Illinois, 1980.
English as a Second Language curriculum guide. Refer to cultural notes in content areas of the curriculum.

Grammar

Boatner, Maxine; Gates, John; and Makkai, Adam. A Dictionary of American Idioms. Woodbury, New York: Barrons, 1980.
A good reference on American idioms assembled in alphabetical order and classified according to use.

Crymes, Ruth; James, Gary; Smith, Larry; and Taylor, Harvey. Developing Fluency in English. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.
A good study of English sentence structure. Short reading passages facilitate sentence combining techniques. Contains vocabulary study.

Hayden, Rebecca E.; Pilgrim, Dorothy W.; and Haggara, Aurora. Mastering American English. Englewood Cliffs, New Jersey: Prentice-Hall, 1956.
Good reference for sentence patterns and grammatical structures. Contains drills that can be used for reading sentences in the classroom.

Louve, Ralph E. The Writing Clinic. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
Chapter 8, "Handling Punctuation," is a good resource for teaching students to "read" punctuation.

Praninskas, Jean. Rapid Review of English Grammar: For Students of English as a Second Language. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.
Resource book on English grammar.

Books for Student Use:

Baker, Ann. English to Get on With. London: Heineman Educational Books, 1978.
Contains a situational, structural approach to phrasal verbs.

Bodman, Jean, and Lazano, Michael. No Cold Water, Either. New York: Collier Macmillan, 1979.
Book follows No Hot Water Tonight. Contains a unique variety of comprehension activities.

_____. No Hot Water Tonight. New York: Collier Macmillan, 1975.
Text includes stories in a real-life, urban situation. Includes exercises. Helpful suggestions in the introduction.

Boyd, John R., and Boyd, Mary Ann. Alice Blows a Fuse--Fifty Strip Stories in American English. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
Fifty strip stories involving life-coping situations. Exercises deal with reading comprehension. Contains cloze and follow-up activities.

Corcoran, Eileen L. Meeting Basic Competencies in Reading. Phoenix, New Jersey: Frank E. Richards Publishing Co., 1977.
Lessons include reading maps, schedules, table of contents, and consumer topics. Good worksheets.

Croft, Kenneth. Reading and Word Study: For Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.
Combination reader and study guide. Part I contains stories with new vocabulary footnoted. Part II has word study and grammar exercises.

Danielson, Dorothy; Hayden, Rebecca; Hinze-Pocher, Helen; and Glicksburg, Daniel. Reading in English: For Students of English as a Second Language. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
Includes exercises in vocabulary, sentence structure, and style analysis. Readings promote crosscultural understanding.

Davies, Evelyn, and Whitney, Norman. Reasons for Reading. London: Heinemann Educational Books, 1979.
Topics are classified by "Reading for Information," "Reading for Meaning," "Reading for Pleasure." Practical exercises on comprehension.

Dedrick, Suzanne, and Lattyak, James. VIC--Vocabulary in Context Series. Beaverton, Oregon: Dormac, 1980.
Spellers and workbooks with controlled syntax. Uses context clues to teach vocabulary.

Dubin, Fraida, and Olshtain, Elite. Reading By All Means. Reading, Massachusetts: Addison-Wesley, 1981.
Variety of reading selections. Helps students become better readers by teaching them to recognize devices of good writing.

Felder, Mira A., and Bromberg, Anna B. Light and Lively. New York: Harcourt, Brace, Jovanovich, 1979.
Humorous stories about American life situations. Includes exercises on vocabulary, grammar, and sentence structure.

Finocchiaro, Mary, and Lavenda, V. H. Selections for Developing English Language Skills. New York: Regents, 1970.
Short reading selections followed by activities designed for groups.

Fleming, Lillian J., Drazin, Barbara, and Harris, Wendy, ed. Contemporary's Building Basic Skills in Reading, Books 1 and 2. Chicago: Contemporary Books, 1981.
Good materials for teaching context clues to LEP students.

Fox, Len. Perspectives, An Intermediate Reader. New York: Harcourt, Brace, Jovanovich, 1980.
Readings on contemporary issues. Exercises on reading comprehension, vocabulary, idioms, and grammar. Also roleplaying activities.

Gonshack, Sol. Little Stories for Big People. New York: Regents, 1976.
Short humorous readings incorporating common idioms, questions for discussion, and cartoon illustrations.

Griffin, Suzanne, and Dennis, John. Reflections. Rowley, Massachusetts: Newbury House, 1979.
Readings that can be used to practice "reading" punctuation.

Grillet, Francoise. Developing Reading Skills, A Practical Guide to Reading Comprehension Exercises. New York: Cambridge University Press, 1981.
Contains exercises to develop reading skills. Some exercises are traditional; some exercises are highly creative and help students link skills together.

Hendrickson, James N., and Labarca, Angela. The Spice of Life. New York: Harcourt, Brace, Jovanovich, 1979.
Adaptations of English language articles dealing with Americana. Exercises on comprehension, vocabulary, and grammar. Includes small group activities and discussion questions. Identifies idiomatic expressions.

Horning, Alice S. Readings in Contemporary Culture. New York: McGraw-Hill, 1979.
Longer, more difficult readings on a variety of contemporary subjects. Some adaptable to Pre-GED classroom.

Johnson, Jerrilou. Living Language, U.S.A, Culture Capsules for ESL Students. Rowley, Massachusetts: Newbury House, 1979.
Cultural capsules on contemporary and life skills topics. Written in dialogue form.

Kenan, Lucette. Fact and Fancy, A Basic Reader. New York: Harcourt, Brace, Jovanovich, 1979.
Collections of readings geared for the LEP student and drawn from current magazines. Diverse topics.

Laubach, Frank; Kirk, Elizabeth; and Laubach, Robert S. Everyday Reading and Writing. Syracuse, New York: New Readers Press, 1976.
Useful reading topics for both the LEP and native speaker. Exercises are very traditional, so teachers must be selective.

Live, Anna H., and Sankowsky, Suzanne. American Mosaics. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
Stories about immigration of various ethnic groups. Pronunciation and vocabulary lists. Introduction for both native and LEP students to the ethnic composition of the United States.

McArthur, T., and Atkins, B. Dictionary of English Phrasal Verbs and Their Idioms. Ontario: Collins Publishers, 1975.
Classifies phrasal verbs by how they are used. Includes grammatical equivalents and illustrated sentences.

McCarr, Dorothy. Vocabulary Building Exercises for the Young Adult. Beaverton, Oregon: Dormac, 1976.
Workbooks designed for hearing-impaired student but can be adapted for use with LEP adult. Exercises contain clozes and scrambled sentences. Uses new vocabulary in sentence context.

McCutcheon, Nell. Focus On Reading. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
Reading topics include word formation, the dictionary, and reading for meaning. Good for making predictions. Some selections are very difficult.

News for You. Syracuse, New York: New Readers Press, 1981.
Weekly issues of a newspaper in two editions. Contain news articles in brief. Edition A recommended for LEP students.

Pierce, Lulu, and Humbarger, Elizabeth. Reading Today's English--Books 1 and 2. Austin, Texas: Steck-Vaughn, 1975.
Basic reading selections with a multiethnic appeal. Somewhat outdated.

Pimsleur, P. Encounters: A Basic Reader. Chicago: Harcourt, Brace, Jovanovich, 1974.
Selections familiarize non-native students with reading American magazines and newspapers. Exercises in vocabulary, grammar, and comprehension.

Reeves, George. Idioms in Action. Rowley, Massachusetts: Newbury House, 1975.
Excellent workbook with exercises using idioms.

Saitz, Robert L., and Stieglitz, Francine B. Challenge, A First Reader/Workbook in English. Cambridge, Massachusetts: Winthrop Publishers, 1978.
Each chapter contains readings on a topic of contemporary interest. Students can become familiar with the language of each topic. Readings also illustrate a range of styles--technical reporting, narration, argument, and poetry. Exercises follow readings.

_____. Ideas in English for Students of English as a Second Language. Cambridge, Massachusetts: Winthrop Publishers, 1978.
A collection of short readings by twentieth century authors. Idioms and difficult references explained. Language exercises are included. Difficult.

Schenck, Eleanor. Reading America. Englewood Cliffs, New Jersey: Prentice-Hall, 1978.
Variety of selections including essays, poems, short stories, and one-act plays. Exercises in completion, inference, comprehension, and timed reading. Advanced.

Sheeler, Willard D.; Dale, Jean; and Bayley, Susan. Foundations for Reading and Writing, Books 1-4. Culver City, California: English Language Services, 1977.
Intermediate reading selections. Exercises include cloze and phrasal verbs.

Silverman, Goldie, and Well, Nancy. Fantastic Mystery Stories. Seattle, Washington: Unigraph, 1980.
Intriguing stories of unexplained phenomena, myths, and monsters. High interest, low vocabulary. Ignore reading grade levels. Comprehension exercises elementary.

Trocke, Phillip K. Spell it Out, Books 1-3. New York: Globe Book Co., 1978.
Reading workbooks that include spelling exercises for use with both LEP and native speakers.

Yorio, Carlos A., and Morse, L. A. Who Done It? Englewood Cliffs, New Jersey: Prentice-Hall, 1978.
A crime reader for both native and LEP students. Can be used for variety with LEP student. Exercises focus on various ways of conveying meaning. Very difficult.

Books for Student Use Outside the Classroom:

Counterpoint Readers: Myth, Magic, and Mystery. Chicago: Coronet Media, 1978.
Adult readers in three units. Four stories per unit. Interesting topics.

Goble, Dorothy. The Lopez Family. Austin, Texas: Steck-Vaughn Co., 1967.
Easy reader of interest to students with Hispanic background.

Janssen, Arlo T. International Stories, A Conversation-Reader to Improve Your English. Englewood Cliffs, N. J.: Prentice-Hall, 1981.
Short, timeless tales with international appeal. Discussion questions and word study exercises follow story.

Lazano, Michael. Graded Readers Series. New York: Collier Macmillan, 1981.
Six adult readers graded by ESL levels (not traditional reading levels).
Choices--beginning
Whales Can Sing--intermediate
Rivers and Potatoes--intermediate
One Giant Step--intermediate
Take Five--advanced
Double Vision--advanced

Reiff, Tanya. Lifeline Series. Belmont, California: Fearon Pitman, 1979.
Short novels focusing on real concerns for adults. Unique feature is "national word groupings" in text. Discussion questions follow each chapter.
Mollie's Year
Juan and Lucy
A Place for Everyone
The Shoplifting Game
The Family from Vietnam
So Long, Snowman
A Time to Choose

Royce, Sherry, ed. Ablest Series. Belmont, California: Fearon Pittman, 1980.
High-interest, low-readability texts that help adults find answers to everyday questions.
Community Services
Government and Law
Health
Money Management
Occupations